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ABSTRACT

This document consists of sixteen "mini-documents," each of which represents a set of suggestions for education practitioners at the state and local levels, to use in entering into "community partnerships" with a state or local unit of a national organization for the purpose of providing career education to elementary/high school students. Originally referred to as "master plans," the mini-documents are presented as "starter suggestions" aimed at giving career education practitioners some background information concerning each national organization and some beginning ideas of how they could serve as "community partners" in a comprehensive career education effort. Organizations profiled include the following: American Legion/Legion Auxiliary, Girl Scouts of the USA, National Retired Teachers Association, American Association of Retired Persons, National School Volunteer Program, Chamber of Commerce of the United States, Women's American Organization for Rehabilitation Through Training (ORT), National Association for Industry/Education Cooperation, National Center for Service-Learning, National Alliance of Business, Junior Achievement, Inc., Boy Scouts of America, Rotary International, Association of Junior Leagues, AFL-CIO, National Institute for Work and Learning, and 4-H. (This document evolved from the workshops described in CE 027 662.) (KC)

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GENERAL GUIDES

Identifying and Compiling Information About Community Based Organizations' Efforts to Serve In-School Youth

Volume II

CE 027 663

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Attention: Readers, please be advised that the "General Guides" found in this publication are a result of sixteen mini-conferences sponsored by the Office of Career Education. In these sixteen mini-conferences, followed by the four Regionals and one National Conference On Community Partnerships In Career Education, the "General Guides" have been referred to in various forms such as: Master Plans, Blue Prints, and Mini-Documents. These are all one and the same.

PREFACE

The contents of this document consist of 16 "mini-documents," each of which represents a set of suggestions for education practitioners, at the State and local levels, to use in entering into "community partnerships" with a State or local unit of a particular National organization.

Each of these 16 "mini-documents" was written by one of four State Career Education Coordinators with the assistance of other State Career Education Coordinators and representatives from the particular National organization involved. The authors are identified as follows:

Ms. Anita Barber prepared the "mini-documents" for:
- American Legion/Legion Auxiliary
- Girl Scouts of the USA
- National Retired Teachers Association/ American Association of Retired Persons
- National School Volunteer Program

Mr. Douglas Johnson prepared the "mini-documents" for:
- Chamber of Commerce of the United States
- Women's American ORT
- National Association for Industry/Education Cooperation
- National Center For Service-Learning

Mr. Walter Faulkner prepared the "mini-documents" for:
- National Alliance of Business
- Junior Achievement, Inc.
- Boy Scouts of America
- Rotary International

Dr. Robert Weishan prepared the "mini-documents" for:
- Association of Junior Leagues
- AFL-CIO
- National Institute for Work and Learning
- 4-H

Originally referred to as "master plans," the mini-documents found in this document are more properly thought of as "starter suggestions" aimed at giving career education practitioners some background information concerning each National organization and some beginning ideas with reference to how they might serve as "community partners" in a comprehensive career education effort. It was never assumed that the suggestions found in each mini-document would be followed exactly in any community. On the contrary, each mini-document was prepared under an assumption that, based on its contents, each community might be motivated to develop a local plan custom-made to fit its circumstances.

It should be emphasized that, while representatives from each National community organization were consulted as these mini-documents were being prepared, none can be held responsible - or accountable - for its contents. Instead, each mini-document is more properly viewed as representing the best thinking of its author based on notes from the "mini-conference" held during 1979-80 for the National organization and selected State Career Education Coordinators coupled with advice received primarily from participants in that "mini-conference." It is hoped that their contents will provide others with both some ideas and some motivation to enter into "community partnerships" with each of these 16 National community organizations - and others like them.

Kenneth B. Hoyt
Director, Office of Career
Education

ACKNOWLEDGEMENTS

The Guides that follow serve as stepping stones in bringing forth collaborative efforts between State Coordinators of Career Education and sixteen Community Based Organizations. The Guides were developed out of a series of conferences conducted by the U.S. Office of Education under contract with InterAmerica Research Associates, Inc.

A series of sixteen mini-conferences were held for State Coordinators of Career Education and representatives of Community Based Organizations. These mini-conferences were followed by four Regional Conferences and a National Conference on Community Partnerships In Career Education.

The participants in all the conferences served as resource people and should be given total credit for the final "guides" found in this document. A special acknowledgement must be given to the four State Coordinators of Career Education who represented their respective regions and were instrumental in the conceptualization, development, and refinement of the General Guides: Mrs. Anita Barber, State Coordinator of Career Education, Alabama; Mr. Walter Faulkner, State Coordinator of Career Education, Vermont; Mr. Douglas Johnson, State Coordinator of Career Education, Colorado; and, Dr. Robert Weishan, State Coordinator of Career Education, Michigan.

In order to execute the goals of the project, many people were involved behind the scenes to facilitate the dialogue and brainstorming needed to develop the Guides. As the Project Director responsible for the final documents and all of the administrative details, I want to recognize and express my gratitude to the following individuals for their contributions: Ms. Charlotte Sakellaris, Senior Logistics Specialist, for the comprehensive logistical arrangements she carried out for all the conferences; Mrs. Pamela Hedrick and Miss Selina Torres, project secretaries who assisted me and Ms. Sakellaris from behind the scenes; Dr. Frank Babcock and Mr. William Harris, Project Officers, for their support in getting the job done efficiently; Dr. John Lindia, Deputy Director, for his keen insight and personal guidance in correctly, effectively, and professionally supporting me in executing the tasks; and Dr. Kenneth B. Hoyt, Director of the U.S. Office of Career Education, for the education we have all received due to his unselfish dedication to the education of all children.

Norberto Cruz, Jr., Ed.D.
InterAmerica Research Associates, Inc.

EXECUTIVE SUMMARY

This publication is intended to serve as a guide for practitioners in career education. The Guides were developed as a result of sixteen mini-conferences, four Regional Conferences, and one National Conference On Community Partnerships In Career Education.

The 1979-80 series of mini-conferences commenced by involving State Coordinators of Career Education and representatives of Community Based Organizations. The dialogue at each mini-conference focused on identifying collaborative efforts actively used and also on the advancement of the idea that "career education" is everyone's concern, not just the educators'.

The conference participants shared ideas, traded programs, curriculum, and other relevant information. General Guides were developed and reviewed before being presented to individual Regional Conferences, and were further refined before being presented to the participants of the National Conference.

The sequence of the mini-conferences, the Regionals and the National Conference served several major purposes: a dialogue process, specifically tailored to elicit from the participants information on career education; an atmosphere for mutual cooperation in the development and implementation of collaborative efforts; and, a comprehensive directory of individuals involved with some aspect of career education and serving as "contact" persons for State Coordinators.

State Coordinators of Career Education and representatives of Community Based Organizations exchanged ideas and practices in career education based on their own perspectives. There were many ideas/opinions shared; the one receiving the largest endorsement was that career education is everyone's responsibility and that career educators cannot and do not want to do it alone. Additionally, the Guides contained in this document are precisley "guides" and are not intended to be the answer for all collaborative efforts or for all communities.

Norberto Cruz, Jr., Ed.D.
InterAmerica Research Associates, Inc.

TABLE OF CONTENTS

	Page
PREFACE by Kenneth B. Hoyt	iii
ACKNOWLEDGEMENTS	v
EXECUTIVE SUMMARY by Norberto Cruz, Jr.	vi
ORGANIZED LABOR (AFL-CIO)	1
AMERICAN LEGION/AMERICAN LEGION AUXILIARY	11
NATIONAL ASSOCIATION FOR INDUSTRY-EDUCATION COOPERATION	23
JUNIOR ACHIEVEMENT, INC.	29
NATIONAL INSTITUTE FOR WORK AND LEARNING	39
GIRL SCOUTS OF THE USA	47
ROTARY INTERNATIONAL	58
CHAMBER OF COMMERCE	65
THE ASSOCIATION OF JUNIOR LEAGUES, INC.	72
NATIONAL RETIRED TEACHERS ASSOCIATION/AMERICAN ASSOCIATION OF RETIRED PERSONS	84
BOY SCOUTS OF AMERICA	95
WOMEN'S AMERICAN ORT	105
4-H	119
NATIONAL SCHOOL VOLUNTEER PROGRAM	128
NATIONAL ALLIANCE OF BUSINESS	139
NATIONAL CENTER FOR SERVICE-LEARNING	148
ROSTER OF PARTICIPANTS	153
ACRONYMS	175

A GENERAL GUIDE FOR COLLABORATION:

AFL-CIO

and

CAREER EDUCATION

This general guide for collaboration was prepared by Dr. Robert J. Weishan as a result of a mini-conference sponsored by the Office of Career Education, U.S. Department of Education, in 1980 for representatives of the AFL-CIO and State Coordinators of Career Education.

A GENERAL GUIDE FOR COLLABORATION:

AFL-CIO AND CAREER EDUCATION

I. Introduction

It has always been a fundamental precept of career education that schools alone cannot provide the kinds of comprehensive education experiences that today's youth need in order to prepare for tomorrow's world. Community involvement is absolutely essential in building a good career education program.

Certainly few groups in our society have more of a vital interest in the world of work than do America's labor unions. It would seem natural, therefore, that organized labor would be among the most active supporters of career education. In fact, both the AFL-CIO and the United Auto Workers, as well as several other international unions, have been extremely instrumental in securing federal legislation to fund career education implementation. Unfortunately, often this kind of close cooperation which has existed between educators and representatives of organized labor at the national level seems to diminish as one looks towards the local district level.

Now that each of us is faced with the difficult task of implementing career education throughout our respective states, it's imperative that every state coordinator take renewed steps towards strengthening labor's involvement in career education at the grass roots level. This goal is not only sound from the viewpoint of building broad based public support for career education, but it is essential if large numbers of youth are going to access career exploration activities within the work places of our communities.

While the influence and status of organized labor may vary considerable from state to state, no career education program could be complete without exposing students to organized labor's important role in shaping the world of careers. Hardly a town, or a village in America now exists without some form of organized labor. If your town has a post office, you have union members since all of America's postal workers are organized. If one includes teacher associations, the various State Bar Associations, and the members of the American Medical Association -- all of which are groups that function in some respects as organized labor unions -- then few, if any, communities are outside of the spector of organized labor.

II. Background of AFL-CIO

There are now nearly 100 million people in the workforce. Organized labor represents nearly 25 million workers. Add in their families and we are talking about labor having concerns for economic, social and cultural and educational opportunities for 75 million people in the Unites States. The

AFL-CIO through its affiliates has an interest in public education policy for its 14 million members and nearly 45 million family members.

Labor's concerns about public education policy cut two ways: the AFL-CIO represents the interests of both consumers and providers of educational services. Union membership outside the teaching profession; that is, those working in industry and those providing services and those who are skilled trade persons, are consumers of education services. An then, of course, the AFL-CIO also represents the providers of educational services, that is, those who are in the American Federation of Teachers, the AFT.

So, in representing members who both consume and provide education service, the AFL-CIO has a very significant interest in what happens in the area of education.

Organized labor has had a long-standing role in support of public education and a historic interest in career preparation.

When this nation was founded, public education did not exist for everyone. Education then was private, and basically available only to the wealthy. From its earliest days, the trade union movement fought for free education for everybody. And today, part of the struggle has been won as public education is now available through the high school level and in some states through the junior college level.

The theoretical frame work for public education originally came from such men as Horace Mann and Henry Barnard, but it was working people who petitioned the state legislatures. The Philadelphia trade unions in 1827 were probably the first to demand a system of free public education, and they followed up their demand by submitting a questionnaire to all candidates for the state legislature asking them where they stood on the matter of "an equal and general system of education." The unions of that day sought free public schools in every part of the state to be governed by publicly elected school boards.

Universal free public education was nourished by the democratic concept that there is a positive educational virtue in putting together in the same classroom children who are widely diverse in culture, ability and parental wealth. This conviction was perhaps first expressed in the 1829 platform of the Workingmen's Party of New York which called for a free public school system which would "unite under one roof the children of the poor . . . and the children of the rich." Labor unions and the workingmen's parties were thouroughly united in seeing education as a method by which children could hope to grow up to a better life than their parents had known.

Further, over a century ago, the labor movement fought for the development of land grant colleges and the passage of the Morrell Act. At the turn of the century it supported the Vocational Education Act and more recently has supported the Manpower Development and Training Act and its successor, the Comprehensive Employment and Training Act, as well as the

federal educational legislation of the 1960s and 1970s including the Elementary and Secondary Education Act, and Higher Education and Career Education Acts. On the state level, the labor movement has been in the forefront in seeking ample funding for the public school system, integrated schools and quality curriculum.

It is because of their historic and continuing interest in public education that the AFL-CIO has taken positions on career education.

The AFL-CIO has long argued that there should be a close relationship between education and work. But preparation for a job in only one of the many functions of education. Proper student preparation for life must develop better consumers and producers as well as better informed citizens. Education must also prepare students for their future roles in family life. Above all, education must help students reach their full potentials.

III. Strategies for Collaboration

A. Towards a Greater Cooperation: An Action Plan for State and Local Career Education Coodinators

The following activity plan is based on ideas that were generated at a mini-conference sponsored by the U.S. Office of Career Education and held in Washington, D.C., on January 28-29, 1980. It represents a few of the suggestions that the participants, members of organized labor and five state career education coordinators, came up with in order to help increase organized labor's involvement in career education among the various states. It is not intended to be a "model" or a "formula," but rather it is a distillation of experiences and reflections which might be useful in furthering this goal of collaboration in your state.

1. Breaking the Ice

As with any human relationship, often the hardest part is getting started. Who is going to take the initiative? Who should make the first contact? Who should extend the hand of collaboration -- the unions or the educators? Like the old dilemma of the chicken and the egg, one could spend endless hours speculating on who should begin; or one could simply begin.

Almost every state has central labor councils which represent the various local unions operating in that part of the state. There are at least three possible ways of getting a dialog started between labor and career education by using your central labor councils:

- Ask your chief state school officer to contact the executive director of the State AFL-CIO, for example, to arrange a meeting with him/her to discuss career education

- Have an official of some local union who works with a career education program at either the state or local level arrange for you, as the State Career Education Coordinator, to make presentations before the labor councils in your state

- Call your central labor councils and ask how you might work with their education committees (all of them have one at least in name) to explore mutual interests in bettering education in your state

2. Have Your Agenda Right Up Front

Talking about cooperation in the abstract is like eating cotton candy -- even though it's a lot of fun. How much substance is there to it once you're done? That's why it's so important to go into your initial meeting with these representatives from organized labor with some clear idea of what you want. Pick two or three concrete actions which you believe would constitute a good step in the right direction towards greater collaboration. Then lay those cards on the table as starting points of discussion when you -- or your chief -- meet with members of central labor councils. Make sure that your list of ideas is long enough so that you have alternatives to bring up during the discussion but confine your initial request to the two or three priority areas where you'd really like to see labor become more involved in career education in your state. Keep your other options open but in reserve to be used only when and if the need arises during your dialog with the union representatives.

3. Selecting a List of Collaborative Actions

While you may already have some or all of the following collaborative efforts well underway in your state, here is the list of the top five suggestions for cooperative action which came out of the mini-conference in Washington, D.C.:

a) The participation of labor union representatives on community advisory groups for career education should be obligatory. At the very least, there should be union representation on as many regional (i.e., intermediate districts) and local school districts, career education advisory councils as feasible.

Remember that with all of the hundreds of LEAs, it may not be possible to have organized labor provide a quality representative for every local career education advisory committee. If you ask the help of your State Labor Council in locating good union representatives for these career education advisory councils, your chances of success will be greatly enhanced.

It is also a good idea -- especially at the state level -- to have a variety of unions represented. That way trade unions (e.g., the crafts), service unions (e.g., retail clerks), industrial unions (e.g., the machinists), and professional unions (e.g., teachers' associations) can all have a piece of the action. This kind of broad representation on state career education councils and on regional career education councils is very desirable since each sector of organized labor represents a special perspective.

At any level it might be desirable to combine the roles of these advisory councils to look at a broader range of issues related to career education, like vocational education, CETA programs. and economic development. The danger here is losing sight of career education needs; but the advantages are to enhance the importance of such an advisory group, increase program coordination, and reduce the time demands on these busy citizen volunteers. Proceed cautiously on such an initiative but don't rule out this option. At the very least, have interlocking, overlapping appointments of councils, CETA councils, and vocational education councils is most important if we are to access those revenues; and organized labor could be career education's first foot in the door since in most states, federal law requires labor representatives on those other advisory groups.

b) Getting resource people from organized labor to be role models to help eliminate stereotyping is very important. Ask your state labor council people where the greatest pressure for affirmative action is at the present time. Then suggest that by working together, schools and unions might change that problem around. Ask if women and minority members who are currently employed in these areas of greatest need for affirmative action might be tapped as resource people; e.g., people who could go into schools and work with staffs during inservice training programs to focus on ways for broadening youth's career options, or people who could make presentations at career days or act as lay counselors to help other youngsters explore these heretofore largely ignored careers. Ask the union's help in both identifying candidates and securing their cooperation. This in one powerful way of dealing with both <u>stereotyping</u> and <u>affirmative action</u> issues.

c) Having people from organized labor participate in career education inservice programs for school staffs is also a very good idea. Like with so many things in career education, the attitude that people have about labor unions, about different kinds of work, and about the world of work in general is absolutely critical if one wants to see public schools revitalized. Changing attitudes -- whether in kids or in ourselves -- is never easy; but it is essential, especially in the area of careers.

Labor union members can be very useful in helping school staffs broaden their own views about careers. Participation of union people in workshops dealing with "How to Increase Career Exploration Opportunities" or "How to Get More Hands-On Learning Into Schools" or "How to Evaluate Out-of-School Learning Experiences for Credit" would be most useful. These people see the world of work from the inside while most of us in education see only those careers within our own experience or frame of reference. If we can broaden and expand the teachers' frame of references, that is bound to filter back into the career education program.

d) It might be possible to get someone from the state labor body to work full time at promoting union participation in local career education programs in your state. Explore with the people at your state labor council office the possibility of identifying someone from labor -- perhaps a recent retiree -- who might be willing to go around your state encouraging (and facilitating) union collaboration in career education. Surely the benefits of having a recognized member of organized labor (particularly an outstanding labor leader) promote career education would have tremendous payoffs on many fronts especially in states with large union constituencies. This is one sure way to break down the language barrier which often exists between labor people and educators. There is just no substitute for having someone who really speaks the other guy's lingo guide you into new territories. Even the U.S. Cavalry knew that. That's why they always had Indian guides help them blaze new trails.

e) Tap the existing services of labor unions in ways you might not now be using. Organized labor already does many things to help educators. Unfortunately, beyond vocational education, few people in schools know about, or use, those services. Get a listing of services from your state labor council -- speakers' bureaus, films, curriculum materials, curriculum guide, etc. These services are available now in many states or from the

national AFL-CIO offices. The secret is to find out how to obtain them, how to publicize them, and how to encourage schools to use them in elementary career education. Certainly a joint dissemination agreement between the state career education coordinator and the state labor council office could be very helpful in furthering this goal.

The underlying force behind your efforts to involve organized labor in career education has to be sincere commitment to meaningful participation. Anything less will be seen as a sham or a mere formality which ultimately will be counter productive in furthering your efforts to promote career education. You, as state coordinator, must be willling to extend yourself to get more labor involvement in schools. You must be willing to work with school officials to open up some of the closed doors labor people have met in public education. You must commit yourself to changing the attitudes of both educators and labor people towards each other and their respective roles in the education of today's youth. Without your time, dedication and skill, nothing much will happen besides a lot of talk.

B. Collaboration is a Two-Way Street: An Action Plan for Organized Labor

Traditionally the American labor movement has been vitally interested in the general improvement of the quality of life in this country. While the principal energies of most unions are rightfully focused on improving specific work related conditions for their members, the underlying vision of America's trade union movement has never stopped at that narrow self-interest perspective. Issues of general public welfare like health services, taxation, economic policies, social welfare and public education have always been very high on the list of priorities for organized labor.

The reasons for these concerns with broader social issues are both pragmatic and philosophical. In the field of education, American labor unions have had a strong influence over the development of vocational and adult education programs but a much lesser impact on the general public school programs. While this strategy is understandable from a historical perspecitve, it is far too limited if organized labor hopes to help shape public opinion in the last decades of this century. In today's service oriented economy, fewer and fewer workers will be exposed to the occupations traditionally influenced by organized labor. More workers and more students will be entering service careers. If unions want to have today's youth understand our free enterprise system from both workers' and employers' viewpoints, the general school curriculum is where it's at.

American business and commerce have for years understood the need to enhance the economic understanding of the general and college-bound students. Organizations such as the Joint Council for Economic

Evaluation actively promote greater business involvement in public schools. Traditional collaborative efforts such as Junior Achievement, Chamber of Commerce Speakers' Bureaus, and the School Counselor Business Exchange Workshops sponsored by the National Alliance of Business, all have contributed towards creating a greater awareness about free enterprise among today's youth and our school personnel. That's all well and good, but the relatively slight involvement in general education by organized labor should be disturbing to both career education and to trade unionists.

For today's youth to have a balanced view of the world of work and acquire a respect for labor, a more intensive and active participation by labor organizations in schools is required. Neither organized labor nor career education benefit from the current isolation whereby most of the school curriculum is totally void of labor union's involvement, thinking, or influence. The future attitudes of the next generation of workers, voters, employees, and citizens are being formed in the entire K-12 curriculum, not just in vocational education.

1. Getting Started

One good place for labor union people to begin to change that picture is through building their participation in CETA councils at State and local levels. Most prime sponsors, P.I.C.s, and the CETA planning councils already have mandatory labor representation. Why not have those labor representatives contact your State Career Education Coordinator and set up a meeting. If a request went out from the state labor body to have people who represent organized labor on CETA councils check out career education, many new possibilities could open up.

The State Career Education Coordinator could suggest possible linkages between local career education programs and CETA objectives. The Career Education Coordinator could introduce your labor people to local career education leaders and arrange to get more union representation on career education advisory groups. The State Coordinator can act as organized labor's liaison to general education. He or she can open doors that may have been closed. The coordinator can get support from local administrators who perhaps in the past ignored union participation in general school programs.

2. Educate the State Coordinator

You need to open up the eyes of most career education coordinators about the kinds of programs unions are already involved in with schools. Show the career education coordinator what union people can and are willing to do for schools and how local districts could access those services. You can become the career education coordinator's guide into the trade unions' world so that she or he can then relate those ideas back to meeting career educatoinal needs of young people in schools. It is a question of learning

each other's language and respecting each other's views. It requires patience and commitment, but it can open up a world of new opportunity for unions as well as schools.

3. Mobilize the Troops

Help your State Career Education Coordinator get in touch with your good union people. Show the coordinator how retired union members might be enticed to work with local schools on career projects. Teach the coordinator how to approach local unions for representatives on local career education advisory councils. Sell the idea of union participation to your fellow union colleagues. You have the credibility with labor people that most educators lack. Use your position to facilitate the building of bridges between unions and schools.

This all takes time, talent, commitment -- things usually in short supply. If, as a trade unionist, you are willing to invest in these long-term activities with general education, then career education is an excellent vehicle. The potential payoffs will be to create a better world for kids, schools and labor as we move into Century 21.

A GENERAL GUIDE FOR COLLABORATION:

AMERICAN LEGION/AMERICAN LEGION AUXILIARY

and

CAREER EDUCATION

This general guide for collaboration was prepared by Mrs. Anita G. Barber as a result of a mini-conference sponsored by the Office of Career Education, U.S. Department of Education, in 1980 for representatives of the American Legion/American Legion Auxiliary and State Coordinators of Career Education.

A GENERAL GUIDE FOR COLLABORATION:

AMERICAN LEGION/AMERICAN LEGION AUXILIARY AND CAREER EDUCATION

I. Introduction

The American Legion and the American Legion Auxiliary both have a long standing interest in and commitment to improvement of American Education. Interest of these two organizations in American youth in general and in American Education in particular has a long and distinguished history of successful accomplishment.

II. Background of the American Legion/American Legion Auxiliary

Following World War I, Legionnaires declared war on illiteracy and lack of physical fitness. The Legion wanted the Nation to read and write and be physically fit. Across America, Legion Posts became a part of a great effort to take education to all Americans. To a large measure, the Legion/Auxiliary have succeeded!! In 1921, the Legion began American Education Week - a program in which Legionnaires became a driving force to unite communities and organizations in support of better schools. The American Legion was then joined by the National Education Association, the U.S. Office of Education and the National Congress of Parents and Teachers as co-sponsors of American Education Week. The American Legion/Auxiliary wanted to strengthen America through qualtiy public and private education for American children. The goal: to advance the educational level of all the people throughout our land.

In the midst of World War II, this organization conceived, wrote and secured passage of the American GI Bill of Rights. No previous act in National history did more to increase the skills as a free American people.

The early efforts of the Legion/Auxiliary were in the interest of eliminating illiteracy. Today, this same concern is manifested in the interest of the "Basics" which refer to "functional illiteracy." Both organizations believe that the final report card of each citizen rests in his or her ability to enter the world of work successfully and happily pursue an occupation of their choice.

This belief which has been manifested since the organization of both groups in 1919 is certainly in tune with two declarations of Congress in the Career Education Incentive Act of 1977 when Congress declared that (1) a major purpose of education is to prepare every individual for a career suitable to that individual's preference, and (2) career education should be an integral part of the Nation's educational process which serves as preparation for work.

Those educators interested in utilizing the American Legion/American Legion Auxiliary as resources for career education must understand some basic facts regarding its structure and the ways in which decisions to participate in career education and/or other educational ventures are made.

At the National level, both organizations have Department Education Committees and a National Americanism Commission as part of their organizational structure. It is these structures which, at the National level, have come together to form the National Committee on Education. This is the only joint committee operating with official members from both of these organizations. This concept of having both of these national organizations join together in the area of Education is also reflected at the local level where, in each community, there is supposed to be a "Coordinated Education Committee" with membership from the local units' Americanism Committee, Children and Youth Committee and other committees coming together as members. This "Coordinated Education Committee" is responsible for encouraging local units to carry out the Education mission. District counterparts also exist. The extent to which such State and District leaders are interested in and knowledgeable about career education can obviously make a difference. It is essential for the State Coordinator of Career Education in each State to make contact with both of these State Chairpersons and urge them to become active in career education.

The joint National Committee on Education represents both the National Americanism Commission and the Department Education Committee of both organizations. Operating through, and beyond, the myriad of specific programs sponsored by these two organizations, the National Committee on Education, in 1977, established four specific objectives: (1) Citizenship Education; (2) "Need a Lift?" and Financial Aids and Scholarships; (3) Career Education; and (4) School Support and Community Involvement. With "career education," then, representing one of only four major specific objectives, it is obvious that these two organizations, in terms of national policy, stand ready to work with educators interested in implementing career education.

The American Legion's prime interest, in terms of the content of public education, lies at promoting good citizenship and pride in America. One's role as a worker is certainly an integral part of one's role as a good citizen. Therefore, the Legion/Auxiliary firmly believe that Career Education will provide America's youth with the proper motivation for attaining a sense of pride in their school work as a preparational tool for the future.

The American Legion/Auxiliary further support the belief that Career Education is:

1. A process that will cause education to become more meaningful to the students of this Nation by exhibiting relevance to their future.

2. A method that bridges the gap between academic study/classroom activity and the world of work.

3. A way to demonstrate that the mastery of subject matter skills in all classes does have a relationship to one'e plans in the career decision making process.

4. A project for all students at each level of school experiences, and rather than provide specific skill training for one's occupation, it is devised to expand student knowledge about a variety of occupations as they prepare to make career decisions.

5. A process where "work ethic" becomes more meaningful, whether paid or unpaid, and self-fulfillment through basic skill mastery is seen as a positive concept.

With 16,000 local Legion Posts and 12,000 local Auxiliary units in the United States, there is a wealth of human potential for collaboration with the local career education coordinators. However, local collaboration can exist only when there are policies and directions from the State Department levels of Legion/Auxiliary and Career Education Coordinators/ Directors.

This plan addresses itself to the strategies for the Career Education State Coordinator in establishing and maintaining collaboration with the State Department leadership of the Legion/Auxiliary, and those procedures to be used by each organization for promotion and collaboration for career education.

III. Strategies for Collaboration

A. Strategies for State and Local Career Education Coordinators

1. Make contact with the State Department American Legion Adjutant (the administrative head) and the American Legion Auxiliary Department Secretary to obtain names of key chairpersons of educational oriented committees.

2. Plan with the Department Adjutant and Auxiliary Secretary a meeting of Department Chairpersons of both groups when you could present an overview of career education.

3. Send any state career education material for informational purposes to the Legion/Auxiliary State Department Education Chairpersons prior to scheduled meeting.

4. Design a proposed plan of action for career education collaboration in your state and present this during the orientation session with Department Officials of the American Legion and Auxiliary.

5. During a training session of local career education coordinators/ directors, provide them with the proposed plan and Legion and Auxiliary publications which have career education ideas infused into each document.

6. If possible, include a representative of the Department of the Legion/Auxiliary to participate during the training sessions and discuss each program in detail with the local career education coordinator/director.

7. Activities which might be included in the plan for local and/or state collaboration:

   - Establish a community resource file. The large membership of both organizations can be tremendous vantage points for a file utilizing human and physical resources.

   - Plan a Career Night or Career Day in the local schools utilizing Legionnaires and Auxiliary members as resource persons and volunteer helpers.

   - Provide schools with Career Education publications, such as, "Career World I" and "Career World II" and/or other commercially published material available.

   - Provide schools with "Need a Lift." (An education scholarship publication of the National American Legion listing financial aids nationally recognized in excess of $4 billion; also contains career resources and career related materials.)

   - Organize a community-wide Career Recognition Program

   - Infuse Career Education into oratorical contests by encouraging the inclusion of speeches on careers of interest to students.

   - Infuse Career Education concepts into Boys State and Girls State. This can be accomplished by having speakers present programs on careers in governmental services; and by discussing in more depth during the city and county meetings the characteristics and requirements of jobs.

   - Establish organized public relations activities with news media.

   - Make sure career awareness, career exploration and career preparation programs are infused into Legion/Auxiliary-sponsored Boy Scouting and Girl Scouting activities. Encourage the establishment of Local and Unit Explorer Posts and the incorporation of the Girl Scouts from Dreams to Reality activities in the Legion/Auxiliary junior activities.

   - Produce and distribute, in cooperation with local educators, a special custom-made brochure describing how community collaboration in career education can be carried out. Members of these two organizations are also members of other community organizations such as Rotary International, the Chamber of Commerce, the

Business and Professional Women's Clubs, etc. A commitment to career education on the part of a local American Legion Post or American Legion Auxiliary Unit may well help in gaining similar commitments from other community organizations.

- Encourage Volunteers in Action in local hospitals and nursing homes.

- Establish "Adopt-A-Kid," "Adopt-A-School" and/or "Adopt-A-Teacher" programs.

- Participate in Veterans' Day programs in schools, emphasizing all facets of Careers in the Military encouraging males and females to take part in the many opportunities for further academic education and skilled training.

- Incorporate Career Education awareness, exploration into all Junior activities programs.

- Make videotapes of careers of members and donate them to the school system. Membership in the American Legion and American Legion Auxiliary cover the entire spectrum of occupations. If school systems could provide videotape equipment and specific directions, a local CAP Committee could very well encourage members to make videotapes of themselves at work in a wide variety of kinds of occupations. The local school district could well determine the kind of format to be used and the content to be covered. Such videotapes could, at the end, simply indicate that they have been donated to the school system by the local post/unit of the American Legion/American Legion Auxiliary. They might each conclude with a "stand up for America" message.

- Invite high school youth to speak at local meetings of the American Legion/American Legion Auxiliary about their career plans and problems. Such an activity will provide good motivation for local units to participate in career education. In addition, it will be potentially helpful to those youth who are asked to participate.

8. Make sure a representative of the Legion/Auxiliary is placed on the State and local career education advisory councils.

More specific details for implementation of these suggestions can be found in a document published by the American Legion entitled Post, Auxiliary Community Together.

The PACT booklet outlines two specific career education program suggestions for those at the local level. First, it is recommended that the free film entitled "Getting It Together" produced and

distributed by the American Telephone and Telegraph Company be obtained on loan and shown at a local meeting. This film is recommended for two reasons: (a) it is considered by the committee to present an excellent overview of career education that will increase understanding of members; and (b) it is considered especially valuable in its emphasis on various kinds of community organizations joining forces with the Education system to implement career education. It is obvious that the Committee is urging local units to work collaboratively with other organizations as well as with the local school system.

Second, the PACT booklet contains a series of suggestions for establishing and operating a Community Resource File to be made available for use by educators seeking resource persons from the business/labor/industry community in the classroom and/or sites for field trips. These suggestions include providing inservice training both for community volunteers included in this file and for educators who wish to use the file. It also suggests that, at the local level, the American Legion/American Legion Auxiliary sponsor an annual awards and appreciation night to recognize outstanding contributions of community resource persons participating in this activity.

The PACT booklet suggests that, at the local level, a Career Assistance Program Committee (CAP Committee) be established and charged with the responsibility for putting these two major kinds of career education program activities into action.

B. Strategies for National and State Legion/Auxiliary Department Officials

1. Suggest conference with State Career Education Coordinator.

2. Provide State Coorindator with names of chairpersons of each educationally oriented committee.

3. Explain the various programs of the Legion/Auxiliary to the Career Education Coordinator.

4. Arrange to have the State Career Education Coordinator make presentations at fall conference, mid-winter conference and/or state conference of the Legion and Auxiliary.

5. Establish a time and conduct a meeting with the state chairpersons to design ways to infuse Career Education into the Legion/Auxiliary programs of:

   - Boys State and Girls State which are held each spring in most every state for outstanding high school junior students selected by school officials, Legionnaires and the Auxiliaries. Both programs are similar in nature. Activities include legislative sessions, court trials, assemblies, band, choir and other kinds of activities. Each year, a number of special

topics, such as a discussion of law enforcement agencies, are included in the program. The entire effort is oriented around the goals of Americanism. Boys State and Girls State can be slightly altered in two ways that would allow infusion of a career education emphasis:

- a discussion of careers and career planning could be made a part of the "curriculum" for both Boys State and Girls State.

- the legislative sessions couducted could have, as one assignment, drawing up, debating and voting on a model State career education bill. That bill, along with others enacted in these mock legislative sessions, could later be transmitted by Boys State and Girls State participants to the Governor and State legislature.

- Oractorical Contests. Each year, there is a National High School Oratorical Contest. Its basic purpose is to develop, in youth, a keener knowledge and appreciation of the various parts of the Constitution of the United States. It aims to help youth prepare for acceptance of the duties and responsibilities as well as the rights and privileges of American citizenship. It would be both appropriate and desirable to sponsor oratorical contests that included, as part of citizenship responsibilities, those associated with one's role as a productive worker in society. This could very easily become a special part of a more general set of oratorical contests sponsored by a local American Legion Post or American Legion Auxiliary Unit.

- American Education Week. American Education Week was founded in 1921 by the American Legion and it has continued to be a cooperating agency in support of American Education Week. Packets of materials outlining program details can be obtained through Department and/or National Headquarters. The 1980 theme for American Education Week, "Education in the 80's -- Preparation for the Future," was submitted by the American Legion. This theme holds a lot of potential for career education activities.

- Teacher Awards. Each year, many local units and posts provide awards to outstanding teachers. It would be easy to design a set of special awards for those teachers who have best utilized the American Legion/American Legion Auxiliary as resources for infusing career education into the teaching/learning process. These teacher awards often include paying expenses of selected teachers to attend National professional education association meetings of various kinds. Such teachers could be selected based on contributions they have made implementing career education in the classroom.

- Freedoms Foundation. Each year, the American Legion Auxiliary sponsors a number of social studies teachers to the annual seminars conducted at the Freedoms Foundation in Valley Forge, Pennsylvania. There, these teachers are given systematic instruction in both the free enterprise system and in basic economic education and encouraged to incorporate such understandings into their teaching the following year. It would be a natural thing to include a more generalized discussion of career education into these seminars. This seems especially appropriate in view of the fact that career education serves as a vehicle for infusing such understandings into the classrooms.

- Scholarship Programs. The National President's Scholarship Program is sponsored annually by the American Legion Auxiliary. In addition, many local units of both the American Legion and American Legion Auxiliary sponsor youth scholarships over and beyond this National program effort. It would be appropriate to consider career plans of youth in the awarding of such scholarships -- especially those given at the local level.

- Sons of the American Legion. This organization, open to sons or grandsons of persons eligible for Legion membership, is currently composed of roughly 35,000 youth, most of whom are between 15-21 years old. Sponsored by local American Legion Posts, such youth engage in a wide variety of community activities. Participants see opportunities for infusing a career education emphasis into these operations in two ways:

  - by inviting participating youth to speak to local Post meetings regarding their career plans and aspirations.

  - by inserting a career exploration emphasis into the planned community volunteer efforts associated with this program.

- Junior Auxiliary. Sponsored by the American Legion Auxiliary, this program currently enrolls over 100,000 girls who are daughters, granddaughters, or sisters of Legion members. Age limits extend from birth up to Age 18. Like the Sons of the American Legion, participants engage in a wide variety of kinds of community service activities. They, too, could easily be given a career education emphasis especially in terms of reducing sex stereotyping as deterrents to full freedom of career and educational choice.

- Boy Scouts and Girl Scouts. There are currently more Boy Scout troops - about 2,000 - sponsored by local American Legion Posts than are sponsored by any other single national organization. Similarly, the American Legion Auxiliary sponsors a very large number of Girl Scout troops. The Boy Scouts are currently emphasizing career awareness and career exploration as part of their efforts. The Girl Scouts have a very active program aimed

at reducing sex stereotyping in career decisionmaking. At the local level, those Legion Posts and Legion Auxiliary Chapters sponsoring such Boy Scout and Girl Scout troops could make valuable contributions as resource persons for increasing this career emphasis.

- Baseball. The Baseball Program is a National competition participated in by fifty Continental Departments plus the Departments of Puerto Rico and the Canal Zone. Its purposes are teaching citizenship, respect for rules and decisions, fair play, courage and physical fitness.

- County Government. Local posts offer opportunities for high school students to participate in and observe county and city officials on the job.

- Home Beautification. "Careers in Extension Areas Programs" are sponsored by posts and units to encourage city and home beautification and citizenship projects.

6. Suggest interested and capable persons for members of the State and local career education advisory councils.

7. Each Department Commander and President appoints a State Career Education Chairperson. This appointment might be a three-year appointment, if possible, associated with Education and Scholarship Committee.

8. Each local Post and Unit Commander and President respectively appoints a Legion and/or Auxiliary Career Education Chairperson to work with each local chairperson of the enumerated education programs.

9. Construct a "Career Education Message for Parents" program and seek to get it aired over public broadcasting radio and television. Public broadcasting is looking for programs such as these and local units of these two organizations have effective means of gaining acceptance of programs they have produced. Such a program should be done, of course, in consultation and with the assistance of local educators involved in career education.

Proposal for a Student Financial Aids Information Night Program

There are many variances in programs which can be conducted at the State and local levels involving American Legion/Auxiliaries and career education coordinators. The following proposal is just one example of how such a program could be outlined.

1. Designate a particular frame of time for the activity - minimum of one week.

2. Time selected should be in late October or early November.

3. The following should be represented:

   - High school pupil personnel staff (counselor, principal, etc.)
   - Senior class officers.
   - Senior class adviser.
   - Parent-teacher organizations.
   - State and local Career Education Coordinators, Admission Officers from contiguous postsecondary institutions, trade and technical school coordinators, local business and industrial leaders.
   - Financial aid officers from institutions listed above.
   - Military service representatives.
   - Key community agencies -- churches/social groups -- that serve youth.

In sparsely populated areas, it may be beneficial to invite and involve contiguous school systems. Likewise in urban areas, it is recommended that the effort be city-wide.

4. The population to be reached would include:

   - All high school seniors and parents.
   - High school juniors, sophomores and freshmen.
   - Interested adults in the community.

5. The activities could include:

   - A series of presentations during the high school day.
   - A Shoppers' Fair set up as a display.
   - A day set aside for distribution of information to include both daytime and evening activities -- could also be used as culmination.
   - Series of public-service announcements on radio, television, student newspapers and the press.
   - A community workshop for youth workers.
   - Booths at shopping centers, other areas where large numbers of individuals congregate.

6. The goals to be accomplished would be:

   - The highlighting of all available postsecondary and business/ industry opportunities.
   - An emphasis on the importance of carefully evaluating and selecting these opportunities.
   - Information on how to make applications.
   - Possible organization of campus visits and/or work.
   - Presentation by key community leaders on careers.
   - Presentation by a financial aid officer on how to apply for financial aid, key resources, timeliness, thoroughness and the diversities.

7. The American Legion Post/Auxiliary could provide:

   - The catalyst for bringing the various groups together.
   - The basic organization.
   - The publicity.
   - Manpower for contacting presentors, etc.
   - Motivation and enthusiasm.
   - Community involvement.
   - Follow-up.
   - The primary location or be the resource center.

Career education is an area adaptable to every American Legion Post and every American Legion Auxiliary Unit. Essentially, it is a program in which every member can cooperate with parents and schools in helping youth find career interests that will "turn them on" to opportunities in our American society.

A GENERAL GUIDE FOR COLLABORATION:

NATIONAL ASSOCIATION FOR INDUSTRY-EDUCATION COOPERATION

and

CAREER EDUCATION

This general guide for collaboration was prepared by Mr. Douglas C. Johnson as a result of a mini-conference sponsored by the Office of Career Education, U.S. Department of Education, in 1980 for representatives of the National Association for Industry-Education Cooperation and State Coordinators of Career Education.

A GENERAL GUIDE FOR COLLABORATION:

NATIONAL ASSOCIATION FOR INDUSTRY-EDUCATION COOPERATION

AND CAREER EDUCATION

I. Introduction

The recommendations for a Master Plan contained within this document are based on a positive decision by the SEA to utilize the framework of the National Association for Industry-Education Cooperation (NAIEC) to further the efforts of Career Education within their states and by recommendations based on a similar plan that has been developed for NAIEC in hopes that they would complement each other.

II. Background of NAIEC

A. History - NAIEC was officially established in 1964 as a means of mobilizing the resources of industry (business, labor, government, agriculture and the professions) to assist schools in their efforts to improve the relevance and quality of educational programs at all levels. The primary objectives of the Association are:

1. To provide a national organization for representatives of business, industry, education, government, and labor to promote increased levels of cooperation.

2. To identify areas of mutual interest and to formulate programs and procedures which meet acceptable standards.

3. To communicate with any group concerned with education about cooperative programs and projects.

B. Statements, Terminology and Definitions

1. The use of the term "Industry" by NAIEC refers to the entire business/labor/industry/government community or the "broader community."

2. The goal of NAIEC is to improve the coordination, linkage, and alignment between education and the broader community.

3. Industry is striving for input into curriculum content so that it will more accurately respond to the changes in work places. Industry is interested in helping and supporting educators.

4. NAIEC believes that the two primary avenues for change in education are staff development and curriculum development.

5. NAIEC's membership opens the door to organizations, boards, councils, etc. dealing with Industry and Education cooperative efforts.

C. Membership

NAIEC members represent a variety of private and public organizations. Most of the major trade associations: automobile, electric, forest, gas, petroleum and manufacturing are members. Key member corporations represent aircraft, chemical, electrical, petroleum, pharmaceutical, steel and retailing industries. Educators such as school superintendents, curriculum coordinators, career education and job placement specialists, Industry Education Coordinators, and college and university presidents, deans, department chairmen and faculty participate in the Association's program. Other members are representatives of nonprofit voluntary organizations concerned with education.

D. Activities

The six major areas of NAIEC activities related to Career Education and the Career Education Incentive Act:

1. Industry - Education Councils (film available)

2. Staff Development

3. Curriculum Development (Infusion)

4. Career Guidance

5. Career Exploration and Work Experience

6. Evaluation

7. Other Activities - Community Resource Workshops, school based job placement, economic/consumer education, economic development school management, national convention, bi-monthly newsletter, Journal of Industry-Education Cooperation, regional conferences; industry sponsored education materials awards program.

E. Recommendations

It is recommended that:

1. Joint responsibility be assumed by both industry and education in the development, operation and funding of the Industry-Education Councils at the state and local levels.

2. Consideration be given to having the State Career Education Coordinator serve as State Industry-Education Coordinator.

III. Strategies for Collaboration

A. The U.S. Office of Career Education sends to NAIEC a list of the names and addresses of current State Coordinators of Career Education.

B. NAIEC collects and disseminates information to SEA's as follows:

1. An introductory cover letter from the President that addresses the services and resources available to state and local agencies, organizations, and groups.

2. A copy of various publications produced by the Association.

3. A list of NAIEC membership within each state.

4. Information about successful efforts with the business-education community in establishing collaborative activities.

C. In anticipation of an identified need among State Career Education Coordinators, NAIEC would prepare an orientation program for State Coordinators and industry representatives from each state. This would be presented at the National Conference in August.

D. The NAIEC Board of Directors and Dr. Ken Hoyt, U.S. Office of Education would develop a joint paper that addresses Career Education and its relationship to the Industry-Education Council. This would address common problems and resources available to reaching solutions.

E. The State Coordinators of Career Education would be put on the NAIEC mailing list.

F. NAIEC would establish continuous inservice programs for state and local people to provide training and experience in working with business, industry and the broader community.

Proposed Activities

In preparation for establishing and/or maintaining collaborative programs at the state and local levels the following activities are proposed:

A. Each State Coordinator would analyze the status of existing business-education councils at the state and local levels to determine if appropriate collaborative efforts are now taking place.

B. After review of suggested strategies, the State Coordinators, in conjunction with their advisory council, may opt to participate in the inservice offered by NAIEC.

C. If an interest still exists, the State Coordinator would ask a NAIEC representative to attend a meeting of the State Advisory Council to which key representatives from the industrial, labor and governmental community have been invited.

D. At this point a decision would be made to the advisability of establishing or utilizing an existing organization as a state NAIEC council. If so, there must be continued planning to establish the new council or utilize the existing organization.

E. Once the State Career Education Advisory Council and the State Career Education Coordinator have established a plan for developing industry-education councils, NAIEC will be invited to assist state and local personnel.

Summary

Each State Coordinator must analyze his/her Career Education State Plan and what the National Association of Industry-Education Councils can contribute to meeting the goals and objectives of the plan. Additionally, it is important to consider the possible contributions to other educational program.

If the choice is made to utilize NAIEC in establishing/improving collaborative activities, each area of education must be involved in each developmental step if ownership is to be felt by the general educational community.

ADDENDUM

Profile by

The National Association For Industry-Education Cooperation (NAIEC)

NAIEC, founded in 1964, is a 501 (c) (3) tax-exempt non-profit organization. The Association is recognized throughout the nation as the principal organization advocating improved coordination and alignment between industry and the schools at all levels.

NAIEC meets the crucial need for leadership in developing more effective joint efforts by industry and education in implementing policies and programs aimed at helping youth acquire employable skills, work attitudes, and an understanding of our economic system. The Association was a totally voluntary non-profit organization up to September, 1979, when the Board of Directors established a full time operation. Its membership (750) represents a broad base of leaders from corporations, trade associations, colleges and universities, an affiliated network of Industry-Education Councils, school districts, state education departments, labor organizations, government agencies, and professional groups in every state.

NAIEC's programs are based on two fundamental convictions:

1. That well organized linkages and coordination between employers and education provide the best cost-effective approach to improving the transition from school to the workplace, and, in turn, contribute to human resource/economic development.

2. That a comprehensive and structured community resources delivery system - the Industry-Education Council - emphasizing staff/curriculum development and accountability in the schools, is essential to the improvement of basic education, work-related attitudes, vocational skills, and academic standards.

The Association is managed by a Board of Directors of twenty-two individuals representing business, education, labor, and government. NAIEC conducts its service activities through six divisions: Industry-Education Councils, Community Resources Workshops, School-Based Job Placement, Economic Development, Curriculum (career, economic, consumer, vocational), and School Management.

Its operations have been supported by membership dues and U.S. Office of Education grants for special projects. As the Association has grown, so too has its reputation increased - in stature, in prestige - and in the scope and effectiveness of its program and activities.

A GENERAL GUIDE FOR COLLABORATION:

JUNIOR ACHIEVEMENT

and

CAREER EDUCATION

This general guide for collaboration was prepared by Mr. Walter Faulkner as a result of a mini-conference sponsored by the Office of Career Education, U.S. Department of Education, in 1980 for representatives of Junior Achievement and State Coordinators of Career Education.

A GENERAL GUIDE FOR COLLABORATION:

JUNIOR ACHIEVEMENT AND CAREER EDUCATION

I. Introduction

There is a saying that to make rabbit stew, first catch a rabbit. Thus for a State Coorindator who plans to "link" with community based organizations, and in this case with JA, the first logical step would be to acquire knowledge of JA and its programs.

It should be understood by the reader that this is a "model" plan that may and probably should be modified to meet the needs and resources of a given state or local community.

No one community based organization is capable of delivering equal opportunity to all, thus, each State Coordinator should look and understand the potential of as many as possible in order to ensure equal opportunity within his/her State.

II. Background of Junior Achievement

Junior Achievement, Inc. - Its Structure and Major Programs

JA headquarters operations are located in Stamford, Connecticut. There, a small group of professional staff persons design JA program materials (see Appendix I for description of programs), provide professional leadership for training JA professionals and volunteers in local communities, and administer the nationwide JA operation. Control of JA is vested in a Board of Directors composed, in large part, of corporate executives from the private sector. From this national headquarters operation, JA franchises are granted to applicants from various communities around the nation. A JA franchise may be granted in two basic ways including: (a) someone in the business community in a given city may contact JA headquarters and initiate the application procedure; or (b) JA may contact business leaders in a particular community and, through them, call a meeting of community leaders (including educational leaders) to discuss the advisability of applying for a JA franchise in that community. JA franchises receive both technical assistance and monitoring from JA headquarters and regional offices along with the JA methods and materials that they are to use. This results in a high degree of quality control that assures a given JA program operation, wherever it operates, will be following the methods and using the materials developed at JA headquarters. The "name of the game" in JA franchise operations is *quality delivery* of JA programs.

Junior Achievement, Inc. operates several separate and structured high-quality programs whose primary focus is on economic understanding and

appreciation for the American system of private enterprise. JA works! In spite of this, the total JA effort remains relatively small in terms of the total potential it has for impacting on American youth.

III. Strategies for Collaboration

A. A comprehensive career education effort includes, as one of several major elements, an emphasis on providing youth with an understanding of, appreciation for, and experience in the private enterprise system. To do so demands that: (a) the private sector join forces with educators in implementing this emphasis; and (b) some assurances of high quality, sustaining effort be assured. Junior Achievement, Inc. represents one of several possible resources available to educators for use in meeting these demands.

If a State Coordinator believes that the three facets of career education are: (1) to develop basic employability skills of students, (2) to "link" the business, labor, industry community, and (3) to effect a significant change in the educational system, then it would appear that JA and its programs can help the coordinator significantly in numbers 1 and 2.

No educator interested in implementing career education can afford to ignore the existence of JA. Whether or not JA represents a resource to be utilized in a community career education effort is, of course, a decision to be made at the community level. Career education efforts have already been established in many communities independent of JA operations in those communities. Obviously, JA has demonstrated its ability to operate effectively independent of any kind of organized career education effort. The question, then, is not whether or not either could exist without the other. Rather, the real question is one of the extent to which youth stand to benefit more when JA is used as a major resource in community career education implementation efforts.

B. Previously, the initial step in acquiring a JA program in a community or school system was for JA to contact a business or industry and then to move into the local school system. A master plan for utilizing JA would necessitate the State Coordinator to contact a Regional President of JA. They have at the present time five Regional Presidents (see enclosed map, Appendix II) (Names and addresses will be provided at the national conference.)

These Regional Offices can inform the State Coordinator of JA's plans for the State you are interested in. They can also develop with the State Coordinator a plan-of-action for those states or school districts interested. The Regional Office can identify efforts already underway in a State and may be able to provide a means for the Coordinator to become involved in the expansion of effort.

C. Once the Regional President of JA has been contacted by the State Coordinator, he/she may be referred to a Regional Vice President who can assist in developing additional programs or in planning. In many cases, JA is operating in States with little knowledge of the State Coordinators of Career Education. By following this procedure you can at least be informed and thus decide on future steps. As one coordinator said at the D.C. meeting, "after learning what JA is, I see how they can help me do what I am charged to do, in a shorter time and with better results."

It would be realistic to assume that a State Coordinator of Career Education could make new projects under PL 95-207 funding aware of the potential of JA to provide materials and expertise at little cost to the LEA during initial funding processes. Thus the locals could build into their proposals "linkages" with selected community based organizations. Rotary, Chamber of Commerce, for example could well be the sponsoring agencies for JA programs. Since some social clubs are seeking programs and since JA has sixty years of proven programs it would seem logical to bring them together with LEAs.

In the past, JA has operated more efficiently in population centers of 25,000 - 50,000 or more, they are now striving to provide similar services to more rural populations via a JASS process. JASS is "Junior Achievement Service System," which out-reaches from the Regional President to an Executive Advisory and utilizes a "volunteer" Community Coordinator. Such a program has a low cost high yield potential for local school districts.

D. Action suggestions are in order for those educators who are interested in working with JA

The State Coordinator should support or assist LEAs in those in which he/she can have the most effect.

1. Include a "JA Orientation Session" in career education in-service activities for educators. Devise ways to show relationship of JA program to an objective of local district for which in-service participant accountability is already established.

2. Identify those educators most interested in working with JA personnel and encourage their interaction with JA persons.

3. Encourage JA franchises to include in their total efforts the use of senior high school JA Achievers in the JA program of economic awareness for 5th and 6th grade pupils.

4. Encourage school board members, classroom teachers, and educational administrators to visit senior high school JA program sites when youth are present and involved in their project activities.

5. Actively support the involvement of senior high school students in the JA program.

6. Seek involvement of JA "alumni" from the private sector in the career education effort.

7. Use Project Business as a major delivery system for economic understanding in junior high school career education efforts.

8. Seek to encourage other community groups to use JA materials in settings where JA franchises are not in operation.

9. Appoint a JA person to the local career education action council.

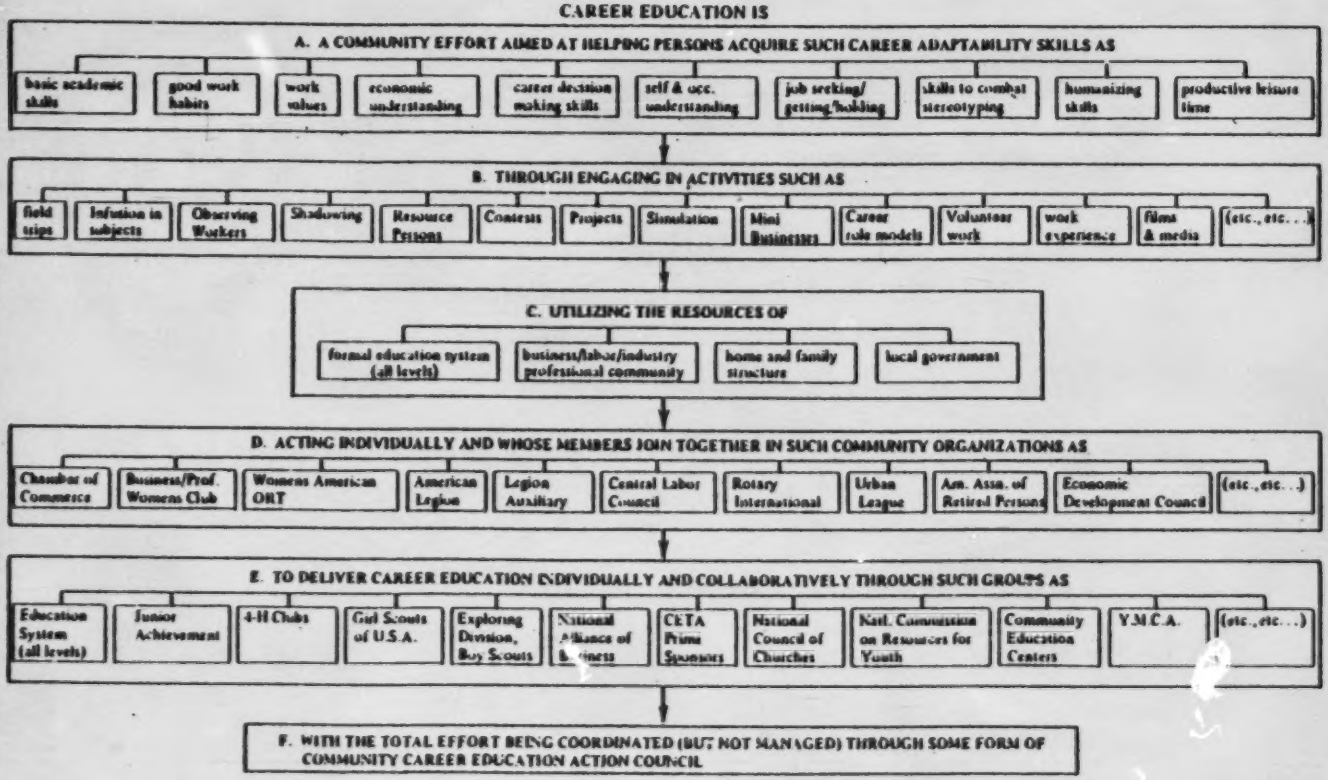
If career education is truly to become the kind of broad-based community effort that we seek, it is essential that the "community" be defined in terms of its various segments that hold potential for contributing effectively to the total career education effort. JA represents one such community segment that exists in most of the major metropolitan areas of our nation. It should certainly be used as a resource for the effective implementation of a total community career education effort.

As JA - and other community organizations - are asked by school systems to become partners in a total collaborative community-wide career education effort, it should be readily apparent that "career education" is not an effort that is owned, controlled, or operated solely under the direction of the education system it is legitimate to refer to JA as one important ingredient in the effective implementation of a community-wide career education effort. It is not appropriate, however, to refer to JA as "career education." Instead, JA should be thought of and discussed as Junior Achievement, Inc. - a valuable resource for implementing career education. It is important that JA - and all other community organizations involved in this total effort - retain their own identity and uniqueness.

IV. Closing Comments

If you have read this far and are still interested in utilizing community based organizations in your statewide efforts, I recommend that you look at the enclosed chart from page 5 of the monograph "Refining the Concept of Collaboration in Career Education," and read the following monograph, "Junior Achievement and Career Education."

The State Coordinator of Career Education could well use their states leadership monies to hold a "mini-conference" of the organizations under section D and E. The purpose could well be to share activities, plans, etc. and to develop ways they can mutually support each other, and assist LEAs in implementing career education.


CAREER EDUCATION IS
A. A COMMUNITY EFFORT AIMED AT HELPING PERSONS ACQUIRE SUCH CAREER ADAPTABILITY SKILLS AS
basic academic skills
good work habits
work values
economic understanding
career decision making skills
self & occ. understanding
job seeking/ getting/holding
skills to combat stereotyping
humanizing skills
productive leisure time
B. THROUGH ENGAGING IN ACTIVITIES SUCH AS
field trips
Infusion in subjects
Observing Workers
Shadowing
Resource Persons
Contests
Projects
Simulation
Mini Businesses
Career role models
Volunteer work
work experience
films & media
(etc., etc. . .)
C. UTILIZING THE RESOURCES OF
formal education system (all levels)
business/labor/industry professional community
home and family structure
local government
D. ACTING INDIVIDUALLY AND WHOSE MEMBERS JOIN TOGETHER IN SUCH COMMUNITY ORGANIZATIONS AS
Chamber of Commerce
Business/Prof. Womens Club
Womens American ORT
American Legion
Legion Auxiliary
Central Labor Council
Rotary International
Urban League
Am. Assn. of Retired Persons
Economic Development Council
(etc., etc. . .)
E. TO DELIVER CAREER EDUCATION INDIVIDUALLY AND COLLABORATIVELY THROUGH SUCH GROUPS AS
Education System (all levels)
Junior Achievement
4-H Clubs
Girl Scouts of U.S.A.
Exploring Division, Boy Scouts
National Alliance of Business
CETA Prime Sponsors
National Council of Churches
Natl. Commission on Resources for Youth
Community Education Centers
Y.M.C.A.
(etc., etc. . .)
F. WITH THE TOTAL EFFORT BEING COORDINATED (BUT NOT MANAGED) THROUGH SOME FORM OF COMMUNITY CAREER EDUCATION ACTION COUNCIL

JUNIOR ACHIEVEMENT PROGRAMS
(a short description)

Junior Achievement Program

The oldest, and by far the largest, program of Junior Achievement, Inc., is called Junior Achievement (JA). Educators should understand that the initials "JA" are used both to describe this particular program and to describe Junior Achievement, Inc. as an organizational entity. Established initially in 1919, the Junior Achievement operates to serve students in grades 10-12 primarily as an after school program that typically operates one night per week for a three-hour period.

Junior Achievement, the nation's oldest youth economic education program, provides high school students with a unique awareness of our free enterprise system. By actually organizing and running a small business, high school students have fun while learning the fundamentals of business.

Surveys show that young people who have been in Junior Achievement hold attitudes much more favorable toward business than those of the general public.

By helping them understand the free enterprise system, Junior Achievement enables teens to see a place for themselves in it. In their JA companies, these youth people discover what they enjoy most - keeping books, selling, developing new products, personnel work - and this knowledge helps them in their later choice of a career. Their activities include: Selling stock to capitalize, electing officers, choosing a procedure to manufacture, keeping books, paying salaries, rent (and taxes, as appropriate), producing, promoting and selling their company's product. At the end of the school year, they: Liquidate their company, publish and annual report, return dividends to stockholders.

Project Business

Project Business is a flexible 9-18 week economic-education program which supplements an existing social studies or economics class. The program operates through a business executive working with a teacher for one class period each week. Topics include: Economics, The American Economy, Money and Banking, The Market System, Financial Statements, Choosing a Career, and Consumerism.

Each topic is conprised of: DIALOGUE - a discussion of the topic, led by a business consultant; ACTION - field trips to various businesses; CAREER EXPLORATION - a discussion of the careers observed on the field trip and their educational requirements.

Project Business:

- For eighth and ninth grade students. Runs 9-18 weeks, 1 hour per week, with a business person actually teaching the class (either alone or in team teaching with the regular teacher).

- For each class involved, there's a different business person who stays with that class for the full 9 to 18 week period.

- Set up with 7 different topics to teach along with procedures for making field trips and discussing careers in addition to topics on economics such as marketing, etc.

- Started, operationally in 1975-76 with 5,000 students, in 1976-77 involved 28,000 students, and in 1977-78 is involving 70,000 students.

- Paid for entirely by local industry and the Kellogg Foundation. Individual businesses pay, on the average, $350-$400 per class to participate.

Business Basics Program

In this program for 5th and 6th grade students basic business principals are presented to the students by an officer of a Junior Achievement company as they relate to his/her JA experience.

The unit offers the students first-hand contact with an individual who is actually operating a small business. They have an opportunity to discuss how a business operates and learn about some of the careers available in business.

Three additional JA programs, while smaller in scope, deserve brief mention here.

1. One is a JA program that provides summer jobs for disadvantaged youth in the private sector. In this program JA arranges sub-contracts with local industries to provide jobs for disadvantaged youth. Such youth arrange, with JA help, to perform summer jobs typically involving tasks that regular employees are not involved in.

2. A second JA program is called "Applied Management." Involving primarily college juniors and seniors in business administration and/or accounting, it calls for such students to become consultants to a JA youth program of senior high school students. It not only reinforces the classroom learning of these college students, but, in addition, provides them with multiple opportunities to test out some of the theoretical principles they have learned, to interact with business persons, and to provide a valuable volunteer service for high school students.

3. Third, JA operates a multi-faceted "Economic Awareness Program." One aspect of this effort involves four mailings of JA information to all JA stockholders along with selected educators. A second aspect is aimed at involving college students (usually former JA

Achievers) in working with senior citizen groups in establishing and operating small businesses and helping to solve various kinds of community problems. A third aspect involves the use of senior high school JA Achievers in conducting economic awareness activities for 5th and 6th grade elementary school students during the school day.

JUNIOR ACHIEVEMENT REGIONS

A GENERAL GUIDE FOR COLLABORATION:

THE NATIONAL INSTITUTE FOR WORK AND LEARNING

and

CAREER EDUCATION

This general guide for collaboration was prepared by Dr. Robert J. Weishan as a result of a mini-conference sponsored by the Office of Career Education, U.S. Department of Education, in 1980 for representatives of The National Institute for Work and Learning and State Coordinators of Career Education.

A GENERAL GUIDE FOR COLLABORATION:

THE NATIONAL INSTITUTE FOR WORK AND LEARNING AND CAREER EDUCATION

I. Introduction

The National Institute for Work and Learning (formerly the National Manpower Institute) is a private, not-for-profit, policy research and demonstration organization established in Washington, D.C. in 1971. NIWL is concerned with encouraging public and private sector policies and practices that contribute to the "fullest and best use of the life experience," with eliminating artificial time-traps which segment life into youth for schooling, adulthood for working, and the rest of life for obsolescence; and with a more rational integration of education employment and training, and economic policy.

The Institute's efforts to address these concerns are organized in three centers: The Center for Education and Work, The National Center for Women and Work, and The National Center for Educational Brokering. A Board of Trustees, reflects The Institute's purposes through its business, labor education, government and community service membership.

II. Background of The National Institute for Work and Learning

In 1975, the Institute's then-president, Willard Wirtz, wrote a book about America's "boundless resource" -- its people. The book, subtitled "a prospectus for an education-work policy," set an agenda for much subsequent national legislation impacting on the ways education and work institutions serve youth and adults.

Secretary Wirtz envisioned work-education councils as coalitions between the interests of business, labor, civic organizations, and education. Based on local initiative, centered on the problems of improving each community's quality of life and fuled by the creative energies of ordinary citizens, these Work/Education Councils could direct the existing resources of a community towards more effective solutions for the community's problems.

Since that time, the National Institute for Work and Learning has been actively engaged in promoting the creation of local Work/Education Councils. From 1977 to 1980, the Institute's Work-Education Consortium Project provided "seed" funding for 31 local councils in rural, urban and suburban communities nationwide.

Financial support for councils has come from private and public sources of all kinds. Initial "seed money" for the national demonstration project came from the U.S. Department of Labor, supplemented by funds from the Department of Health, Education and Welfare.

In November 1979, 23 of the Consortium councils formed a non-profit corporation, the National Work-Education Consortium (NWEC), which has contracted with the National Institute for Work and Learning's Center for Education and Work for staff services on behalf of the Consortium. These and other councils have demonstrated the feasibility, viability, and desirability of the concept of business/industry/labor/citizen/education collaboration.

"Work-education councils" is simply a generic title for a wide variety of collaborative councils dealing with education-work issues. Local names for this generic title are highly variable from community to community, the most common being Industry-Education and Work-Education, but other titles include Community Action Council for Career Education, Consortium of Vocational Educators and Employers, Tri-Lateral Council for Quality Education, Association of Business, Labor and Education and many others. In addition to the 23 current member councils of the Consortium there are an estimated 100 local collaborative councils across the nation developed independently of the national demonstration project. The activities and relative sophistication of these councils vary considerable.

Unlike some traditional school-community relations efforts, Work/Education councils are somewhat unique in that:

- They exist to promote ways in which leading community sectors -- business/labor/education/government -- can better serve their common interests through joint action.

- They are supported by grants, contracts, donations, membership fees and/or in-kind contributions from a variety of sources including private foundations, education institutions, local and state CETA programs, and business and labor organizations.

- Collaborative councils are essentially self-organized. Initial sponsorship may come from one sector or even a single organization. But once organized, the council is responsible for its own continuity. Neither membership nor agenda is assigned to the collaborative partners by a single institution.

- Collaborative councils are performance-oriented. Members and staff develop their own agendas and approaches to community needs. While such councils may choose to play advisory roled in specific instances, they are designed to perform a variety of roles ranging from fact-finding, to project operation, to program development, to program brokering and catalyzing.

- Ideally, collaborative mechanisms are intended to join and serve the interests of more than two sectors. Councils should be designed to treat education, industry/business, labor government, and youth services institutions as equal partners.

- Organizational activity is sustained through formal council organization, with assistance from staff director or coordinator

The activities of work-education councils run the gamut from policy to programs to process. Specific council activities have included:

- Survey of Business for a Community Resource Directory
- Community Volunteer Network
- Clearinghouse for Employer Resources
- Catalog of Career Education Programs -- Public, Parochial and Independent
- Employability Workshops for Students
- Vocational Exploration and Job Exposure Program
- "Project Business" for Eighth and Ninth Graders
- Field Experience Education Program
- Computerized Career Information Program
- Examination of the Responsiveness of Employment Service Agencies to "Difficult to Place" Youth
- Accessing a State-wide Occupational Information System at the Local Level
- Occupational Awareness Courses for Teachers
- Summer Work-Experience for Teachers and Counselors
- Development of a Labor-Management Curriculum
- Public Workshop on YEDPA
- Development of Linkages Among Community Groups Impacting Youth
- Council representation of Private Industry Council (PIC) and CETA Youth Council
- Council cross-memberships on state vocational education and CETA councils
- Forum on Apprenticeship Issues
- Identification of Existing Youth Transition Services and Unmet Service Needs

- Statewide Conference on the Work-Education Collaborative Process
- Regional Conference on the School-to-Work Transition
- Development of a Youth Employment Charter
- Conference on New Job Opportunities for Youth in Energy-Related Fields
- Committee on the Employment of Handicapped Individuals
- Assessment of GED Tutoring and Testing
- Assessment of CETA In-School Youth Programs

The National Work-Education Consortium

The National Work-Education Consortium (NWEC) is an association of Community and state-level work education councils. The Consortium is an incorporation, non-profit educational organization.

The purpose of the National Work-Education Consortium are:

- To improve transitions between education and work through collaborative councils.
- To further develop the concepts of collaborative planning and problem resolution.
- To promote the establishment of new work-education councils.
- To stimulate information exchange and collaborative action among work-education councils and between work-education councils and other similar organizations.
- To contribute to and stimulate public discussion of policies that will improve education-work transitions.

The Consortium and NIWL promote networking through a newsletter, an information service, conferences and workshops. The Consortium also has begun to provide contractual technical assistance to state agencies with interests consistent with the purposes of the Consortium.

III. Strategies for Collaboration

Why should career education and Work/Education Councils collaborate?

1. Without a continued free flow of community cooperation and resources, career education lacks its real substance and appeal. The Council

can open community doors for career educators that might otherwise be closed to them.

2. Councils by themselves do not and cannot change schools or increase learning opportunities for young people and adults. Schools and colleges by themselves cannot accomplish their assigned responsibilities for education, cultural socialization and the career development of individuals. Career education is a logical and necessary vehicle for councils to gain acceptance in the K-12 system and for schools to open themselves to useful new ideas and contacts.

3. Both Work/Education Councils and career education are challenging concepts generally recognized as needed, but difficult to finance, and considered as threatening to the status quo. Unless we forge an alliance, pool our resources, support each other, then each concept will fail to attain its purposes.

A. What can Work/Education Councils do?

Besides offering a forum for planning meaningful ways in which to increase the career relevancy of today's school curriculum, the Work/Education Councils can help education by:

- Convening appropriate groups of community leaders to discuss, analyze and develop action solutions for significant problems affecting school-community-business-labor relations.

- Operating a community resource bank which local schools can then tap into for identifying career speakers, field trip sites, potential advisory group member, etc. This makes particular good sense where business/labor/community resources require coordination across two or more school districts.

- Coordinating community-based career exploration activities by locating places within the business/labor community where students can participate in internships, shadowing experiences (watching someone at work), or cooperative education (learn while you earn).

- Developing a job placement system for schools to help locate part-time or summer jobs as well as entry level jobs for students -- jobs which are constant with the youths' career aspirations and needs and will facilitate human growth as well as independence.

- Linking educators with existing programs operating in business, labor, civic groups which could enhance the career education of young people if better utilized.

- Developing community career resource center which utilizes career materials donated by business, labor, civic groups and distributes (loan or gifts) these products to schools for classroom enrichment.

B. What should a State Coordinator of Career Education do?

1. Find out if you have and Work/Education Councils of similar councils operating in your state.

   a) If you do, contact their executive directors and find out what they are doing as well as inform the directors about career education accomplishments.

   b) Contact the National Institute for Work and Learning for more information and how to promote Work/Education Councils.

2. Inform your local career education coordinators about the Work/Education Councils and encourage them to look into the idea.

3. Earmark some part of the P.L. 95-207 funds to initiate a joint career education effort utilizing a Work/Education Council or some other similar community based group.

4. Provide some in-service opportunities for local career educators informing them about the Work/Education Councils, how they function, how to work with them, how to form them, how to finance them. The people from the Work/Education Councils have a national organization, the National Work-Education Consortium, which can help you.

5. Communicate with the members of Work/Education Councils and tell them (cut the jargon) in simple terms what career education is, how it is being implemented in your state, how P.L. 95-207 funds can be used, how you and the Work/Education Councils might work together.

6. Talk with other key state agency program coordinators and directors. Focus on <u>their</u> needs, <u>your</u> needs, and the common opportunities for reaching community leadership through work-education councils.

C. What can people from Work/Education Councils do?

1. Read the Career Education Incentive Act, P.L. 95-207. It could be a potential source of funding for community projects.

2. Contact Dr. Kenneth Hoyt, U.S. Office of Career Education, and ask for information on the career education concept.

3. Identify your state coordinator for career education (call the State Education agency) and meet that person -- see what they are doing, tell him about your council, explore possible collaborative efforts.

4. Offer to assist the state career education coordinator in serving local school district personnel on the what, why, how of Work/Education Councils and on the conceptualization, development and implementation of local career education projects.

A GENERAL GUIDE FOR COLLABORATION:

GIRL SCOUTS OF THE USA

and

CAREER EDUCATION

This general guide for collaboration was prepared by Mrs. Anita G. Barber as a result of a mini-conference sponsored by the Office of Career Education, U.S. Department of Education, in 1980 for representatives of the Girl Scouts of the USA and State Coordinators of Career Education.

A GENERAL GUIDE FOR COLLABORATION:

GIRL SCOUTS OF THE USA AND CAREER EDUCATION

I. Introduction

There was a time when anything associated with the word "scouting" was generally regarded by educators and the general public as "fun and games" - i.e., as an effort whose prime reason for existence lay in providing recreational opportunities for youth. At the same time, the Educational System was commonly perceived as having little interest in or concern for helping youth learn how to make productive use of leisure time over and beyond a few in-school programs. Thankfully, both these conditions have changed.

Today, the Education System is experiencing increasing interaction with the broader community in expanding opportunities for youth far beyond those offered in school buildings. Similarly, "scouting" has expanded its goals and activities so as to include serious educational, as well as recreational purposes.

One of the many ways in which the Educational System and scouting are interacting more vigorously with the broader community so as to expand learning opportunities for youth is through Career Education.

During a mini-conference on career education held in Silver Spring, Maryland, March 11-12, 1980, career educators and representatives of the Girl Scouts of the USA discussed the Girl Scouts of the USA position on collaboration in career education programs in schools; background facts regarding the Girl Scouts; career education materials produced by the Girl Scouts; activities for Career Education state coordinators; activities for local career education personnel; and career education activities for the Girl Scouts of the USA in collaborating with educators for career education.

Girl Scouts' Position on Collaboration in Career Education

Girl Scouting is committed to flexible patterns for delivering Girl Scout programs to meet the differences in girls' interests, community needs and availability of resources. Working cooperatively with schools to incorporate Girl Scout programs into school curriculum or to establish Girl Scout In-School program groups is one alternative to extend membership to girls who otherwise are not being served by Girl Scouting.

In keeping with the authority and responsibility, granted to a Girl Scout council, for providing and safeguarding the Girl Scout program, a council may be expected to initiate contacts with school personnel, in communities where this pattern of delivery is an appropriate alternative, and to work with them in setting up and administering program opportunities uniquely designed for girls.

GSUSA policy gives clear direction that the responsibility for developing and delivering programs and for securing, supervising and training adult leadership rests with a Girl Scout council and cannot be given to another agency.

All girls and adults participating in the Girl Scout career education program will become registered Girl Scout members.

It is agreed that:

1. Classroom teachers, retired teachers, teacher trainees, college students in fields of education, psychology, child development and recreation are potential candidates for leadership of Girl Scout career education groups.

2. Boys in the classroom may participate in the career education program provided through collaboration between a Girl Scout council and the school. When this is the case the boys are included in the opportunities and activities but would not be members and would not be covered by Girl Scout Group Activity Accident Insurance.

3. In these circumstances the Girl Scout council has a special responsibility to be assertive in administering and controlling the program and to ensure that the words Girl Scout(s) are used in all interpretations and printed materials related to the Girl Scout Career Education program.

4. It is not the intent that Girl Scout Career Education in schools will compete with traditionally organized Girl Scout troops but that it will serve as an alternative way of delivering the Girl Scout program.

II. Background of the Girl Scouts of the USA

A. Background Facts Regarding the Girl Scouts of the USA

1. GSUSA is the largest voluntary organization for girls and women in the world - over 3 million girls and adults belong. One out of every nine girls in the USA is a Girl Scout.

2. Girl Scouting is divided into four age levels:

   - Brownies - ages 6-8 (or grades 1-2-3)
   - Juniors - ages 9-11 (or grades 4-5-6)
   - Cadettes - ages 12-14 (or grades 7-8-9)
   - Seniors - ages 14-17 (or grades 9-10-11-12)

Campus Girl Scouts - Young adult students serving the community through local Girl Scout councils.

3. Girl Scouting operates 12 months each year - including summer camps.

4. There are 340 Girl Scout Councils in the USA, each headed by a paid Executive Director.

   - There is at least one Girl Scout Council in every state.

   - Girl Scouting operates with about 200 volunteers for every paid staff person - many males are involved both as volunteers and several as paid Girl Scout Executives.

5. Girl Scout Councils covering rural areas have "outreach" staff who travel to rural areas. GSUSA is committed to reaching into EVERY community in the Nation - rural, suburban, and urban.

6. GSUSA operates on a basic policy that specifies their function to be one of supplementing - not supplanting - what LEAs (local educational agencies) do. Of the 16,000+ LEAs, each has a Girl Scout representative available through the Girl Scout Council.

7. GSUSA is a single sex organization aimed at strengthening women themselves. Of the many contributions GSUSA has to make to career education, the greatest - and most obvious - is the mutiple ways in which Girl Scout activities and materials contribute to reduction of both sex and race stereotyping.

8. GSUSA carries a Girl Scout Activity Accident Insurance Policy on all members - covers them while, for example, on field trips - even if this is done in a collaborative arrangement with the LEA.

9. GSUSA dues are $3 per year. All of this goes to National Organization to support GSUSA programs and services nationwide. At the local level, nationwide, 37% of costs are from sale of Girl Scout cookies - other income is provided by United Way and contributions.

10. A senior high school girl desiring to be a Girl Scout does NOT have to have previously belonged to Girl Scouting in order to become a member at this age.

11. A girl does NOT have to belong to a formal Girl Scout troop in order to join the GSUSA. If a girl joins a Girl Scout troop, that troop typically meets for about 1½ hours per week - in some places during the school day at school and, in more places, on an after-school basis.

12. GSUSA now has 600,000+ volunteers, many of whom are trained in how to use the GSUSA career education materials. The GSUSA has a MAJOR National commitment to career education. CAREER EDUCATION WILL CONTINUE TO "LIVE" IN THE GSUSA NO MATTER WHAT HAPPENS TO CAREER EDUCATION IN THE SCHOOL SETTING.

B. Girl Scouts of the USA Career Education Materials

FROM DREAMS TO REALITY includes four major components including:

1. "Insights" - activities designed to increase self-understanding of interests, values, and how sex stereotyping affects lives. (After completing five "insights" activities, see*.)

2. "Close-ups" - a look at the world of occupations in terms of becoming aware of various ones. (After completing five "close-ups" activities, see*.)

3. "Try-outs" - activities centered around people to see, places to visit, and things to do in exploring careers. (After completing four "try-outs" activities, see*.)

*When a girl completes 5 "Insights," 5 "Close-ups," and 4 "Try-outs" activities, she can earn a FROM DREAMS TO REALITY activity certificate and a FROM DREAMS TO REALITY patch.

4. "Pilots" - a 25 hour internship with a person in some occupation.

- Internship is fully covered by GSUSA accident insurance.
- Can be done either as an in-school or an after-school activity.
- Boys can participate (as non-members) - and are still covered by the GSUSA accident insurance polciy.
- Biggest problem has been supervision - help of LEAS needed here.
- Completion of one "Pilot" (assuming the required number of "insights," "close-ups," and "try-outs" have been done) earns the Girl Scout a special gold pin, a FROM DREAMS TO REALITY Pilots certificate, and an award letter outlining the Pilots experience.

5. Other information about FROM DREAMS TO REALITY:

- Costs of materials used in this program:
  - "Adventures in Careers" (student activity book) Catalog #20-810 - $2.00
  - "Careers Cards" (reusable and recyclable) Catalog #20-811 - $2.25

- "Leaders Guide"
  Catalog #20-812 - $1.00

- "GS Council Guide" - $1.00

- FROM DREAMS TO REALITY is a product of a major OCE grant to the GSUSA.

6. MAJOR emphasis is on reduction of occupational sex stereotyping, but also very useful in career awareness/exploration.

CAREERS TO EXPLORE - the activity book is designed primarily for girls ages 6 to 11. It is centered around career awareness and activities aimed at making young girls aware of sex stereotyping. There is a CAREERS TO EXPLORE: Brownie and Junior Leaders' Guide for adults who will facilitate this program with girls.

1. CAREERS TO EXPLORE (activity book, ages 6-11)
   Catalog #20-813 - $2.75

2. CAREERS TO EXPLORE: Brownie & Junior Leaders' Guide
   Catalog #20-814 - $1.00

ANYTHING YOU WANT TO BE - produced by Girl Scout Council of Greater Milwaukee under an OCE grant several years ago. Still available at very low cost. Excellent aid to career exploration activities with middle school age students.

NOTE:

1. GSUSA staff (paid and unpaid) have been trained in use of these materials - and are available to help LEAs.

2. These materials may be purchased and used directly by LEAs.

III. Strategies for Collaboration

A. Suggested Activities for Each State Coordinator of Career Education

1. GSUSA will provide the names and addresses of all Girl Scout Councils - and their Executive Directors - in your State. One Girl Scout Council in your State will be designated as your point of initial contact with its Executive Director.

2. Contact the Girl Scout Council Executive Director suggested and ask for a conference to discuss possibilities of linking with GSUSA in your State.

   - Ask the Girl Scout Executive Director to bring, to this first conference, a complete set of the GSUSA career education materials. Indicate that you: (1) want to purchase them; and (2) have them explained to you by the Girl Scout Executive Director.

3. Consider holding a "miniconference" with All Girl Scout Executive Directors in your State to discuss ideas of how the GSUSA could best be linked with LEA career education efforts in your State.

   - Do not have a "package" to sell the Girl Scout Council Executive Directors at this "miniconference." Instead, use the miniconference to develop jointly with them a custom-made "master plan" for your State.

   - Consider ideas found in this "Master Plan" as possible agenda items - but not as a plan set in concrete.

4. If you, as a State Career Education Coordinator, are convinced that Girl Scouting is a valuable delivery agent for career education and that GSUSA career education materials are of as high quality as those of us who devised this "Master Plan" believe them to be, consider taking the following actions:

   - Issue a formal SEA (State Educational Agency) statement endorsing Girl Scouting and send it to all LEAs in your State.

   - Issue a formal SEA statement endorsing the Girl Scout career education materials and send it to all LEAs in your State.

   - Help GSUSA staff persons in your state get their career education materials considered for Statewide "textbook adoptions" (if you operate under such a system in your State) by:

     - letting Girl Scout Council persons know when announcements regarding the adoption procedures are made by your SEA.

     - helping GSUSA persons make contact with GSUSA National Headquarters (the publisher of these materials).

   - Name a GSUSA representative to your State Advisory Council for Career Education.

   - Consider using State leadership funds (from 95-207) to arrange with GSUSA staff in your State to train the LEA career education persons having 95-207 money in how to use the GSUSA career education materials.

   - Notify all Girl Scout Council Executive Directors in your State of State Career Education Conferences you are sponsoring. Where appropriate, make a spot on the program for a presentation by a GSUSA representative.

- Provide leadership and technical assistance to LEAs in your State to engage in the kinds of activities this "Master Plan" suggests for them.

- Send the "background facts" and "GSUSA Career Education Materials" pages from this Master Plan to each of your LEAs in 95-207.

B. Suggested Activities for LEA Career Education Personnel

1. Each State Coordinator of Career Education will be sending names and addresses of the Girl Scout Councils and names of the Executive Directors in the state to local LEAs.

2. Contact your closest Girl Scout Council and ask for a conference to discuss ideas for linking your career education efforts with those of the Girl Scouts. Do Not have a set plan to present at this first conference. Try to work out a plan jointly.

3. Recognize that, in many LEAs, key educational leaders are members of the Board of Directors of a Girl Scout Council. If you discover such a person, contact him/her and discuss the general idea of linking career education with Girl Scouting.

4. Recognize that most Girl Scout Councils plan their budgets 1-2 years in advance. Don't expect that they can begin immediately to work with you. It may take some time before they are in a position to do so. This time can be used for developing a local plan that will work for you.

5. An excellent way in which you could be helpful to the GSUSA is to encourage your school to have an "activity period" of some sort during the school day. If you have - or can get - such a period, Girl Scout meetings ought to be one of the kinds of things students can choose to do during that period.

6. Other ways in which you can help the Girl Scouts of the USA:

   - Advertise Girl Scouting in your "career center" with a display of the GSUSA Career Education materials. Be sure to prominently display the name, addresses, and phone number of a person to be contacted if a girl wants to join Girl Scouting.

   - Try to arrange for a Girl Scout Executive to be a speaker at one of the monthly meetings of school administrators in your area (assuming such meetings are held).

7. Possible ways in which Girl Scouting can be helpful to your career education effort:

   - GSUSA career education materials can be purchased for use in your school system. They are inexpensive and they are good.

- GSUSA career education materials can be especially helpful in your efforts to reduce sex and race stereotyping.

- Girl Scout Council staff - paid and unpaid - may be made available to do inservice education for your teachers in how to use the GSUSA career education materials.

- Girl Scout Councils in your area can help you find community volunteers for use in your career education efforts.

- Consider using Girl Scouts from your senior high schools to conduct career awareness activities in your elementary schools. This can be a part of their Girl Scout activities.

- Ask your Girl Scout Council representative to supply you with resource persons who can serve as role models for use in overcoming sex stereotyping.

- If you are having trouble finding funds for field trips, your council representative may be able to help arrange for and conduct such field trips for you or with you.

C. Suggested Activities for the Girl Scouts of the USA

1. Prepare a custom-made list, for each State Career Education Coordinator, containing names of Girl Scout Councils (and their Executive Directors) along with addresses and phone numbers for each.

2. Supply the State Career Education Coordinator with the name and address of a specific Girl Scout Council Executive Director with whom the first contact should be made.

3. Encourage Girl Scout Councils to be receptive to efforts of career education personnel - at both the LEA and the SEA level - to link with them.

4. Interpret the attached GSUSA position on collaboration in Career Education Program - In-Schools to all Girl Scout personnel.

5. GSUSA is prepared to move forward to support Girl Scout Councils in the following ways:

   - A national project team will market career education collaboration with LEAs as a method for extending Girl Scout membership in every council.

     - Models for linking councils with LEAs will be developed.

     - A model for conducting career education in the classroom (including training of teachers, career activity meeting format, how to register members in Girl Scouting, how to link career education with the community) will be provided.

- A newsletter to 340 councils will be devoted to the Girl Scout Career Education program in schools. It will be published in August, 1980.

- GSUSA will take needed action for placing Career Education materials on State Textbook list for each State and will continue to publish and distribute these materials to meet needs of LEAs.

As a result of involvement in the career education miniconferences, Girl Scouts of the USA have established a Girl Scout Career Education In School Project. The purpose of the project is:

To establish Girl Scout Career Education In Schools as an alternative for extending membership and delivering program to girls who are not members.

Statement of Function for the Project Team

Charge:

1. To develop, and implement a model for launching, carrying out, monitoring and evaluating the Girl Scout Career Education In School Project.

2. To provide expertise, direction and support to selected councils and National Field staff in the interpretation, application and implementation of Girl Scout Career Education In Schools.

3. To act as liaison to appropriate federal and state career education staff for interpreting, coordinating and/or expediting project plans.

Accountability: The project team is appointed in collaboration by the Assistant National Executive Director for Field Services and the Assistant National Executive Director for Membership and Management Development Services and will receive guidance and technical assistance from both persons in these positions.

The team is accountable for planning and managing the total Girl Scout Career Education In School Project package; for the effectiveness of the system devised to deliver it to Girl Scout council; and for the communication program developed to inform, persuade and build enthusiasm for the "in school" approach for Girl Scout Membership development.

The Project Manager reports directly to the ANED for Field Services and is held accountable for overall direction, progress reports and evaluation of the project.

Project Team Assignment: May 1980 - December 1981 (approximately 18 months)

Project Team Requirements:

1. Knowledgeable about purpose and contents of Girl Scout Career Education Materials.

2. Creative and open to new and different ways to extend membership and deliver Girl Scout program.

3. Able to contribute expertise in one or more of these functional areas:

   - Membership Development
   - Program Development
   - Training Design
   - Public Relations
   - Research and Evaluation

4. An understanding of overall operations and delivery of services in a Girl Scout council.

5. A commitment to increasing Girl Scout membership through the marketing of Girl Scout Career Education materials.

Principal Tasks:

1. Develop project plans, calendar and ways of work.

2. Design, develop and/or adapt materials to interpret the project, to implement the program in school activity periods and for training classroom teachers and other personnel as required to launch and conduct the Girl Scout Career Education In School program. Tailor materials for specific target groups.

3. Develop promotional plans and an ongoing publicity campaign for selected audiences both internally and externally.

4. Establish a communications and feedback control system for linking the project team with national field staff and councils and with appropriate federal and state career education officials.

5. Prepare progress reports and analyses on results, problems, concerns and deviations including corrective actions planned or taken.

6. Compile cost effectiveness data on the project for evaluation purposes.

A GENERAL GUIDE FOR COLLABORATION:

ROTARY INTERNATIONAL

and

CAREER EDUCATION

This general guide for collaboration was prepared by Mr. Walter Faulkner as a result of a mini-conference sponsored by the Office of Career Education, U.S. Department of Education, in 1980 for representatives of Rotary International and State Coordinators of Career Education.

A GENERAL GUIDE FOR COLLABORATION:

ROTARY INTERNATIONAL AND CAREER EDUCATION

I. Introduction

Rotary International is an association of more than 18,800 Rotary clubs comprised of approximately 870,000 business and professional men in 154 countries and geographical regions. Within the United States there are approximately 6,000 Rotary clubs organized into some 140 districts. An annually-elected President of Rotary International assumes general leadership responsibilities for this international association of local clubs, whose motto is, "Service Above Self."

II. Background of Rotary International

Rotary International has identified four general areas of service in its objectives for emphasis at the local club level: (a) club service; (b) community service; (c) vocational service; and, (d) international service.

The Rotary organization operates a highly localized administrative coordination/leadership function for its local clubs through district governors, who are elected each year by the local Rotary clubs each is to serve. Each district governor is charged with visiting all area Rotary clubs at least once a year for the purposes of observing their activities on a first-hand basis, stimulating local clubs to engage in activities considered in keeping with Rotary International concepts, and making sure that the local club is operating in accordance with the local club constitution and by-laws and the decisions of the Board of Directors of Rotary International which are published in the Manual of Procedure.

District governors, like other Rotarians, are not paid employees of Rotary International. Instead, they typically are persons from the business/industry/professional community who are elected by their peers and are members of the local Rotary clubs comprising the district. They serve as district governors for a term of one year. The district governors of Rotary International meet together, on occasion, to interact with the general officers of Rotary International and to share experiences and concerns with each other. Obviously, a district governor could, if he chooses to do so, encourage a strong career education emphasis on the part of those local Rotary clubs in his district.

The real strength and power of Rotary International is vested at the local Rotary club level. Each local Rotary club has a president elected by its membership. The membership is limited to males only who fill one of the occupational classifications identified by Rotary International.

Therefore, each Rotarian represents an occupational classification and demonstrates that he can live up to the Rotary motto. Efforts are made to maintain a well-balanced membership in which no one business or professional group dominates.

III. Strategies for Collaboration

A. Contacting the Local Rotary Club

The local Rotary club can provide a wealth of resources to an educational system that can encourage the club to adopt career education as a specific activity under the avenue of vocational service for emphasis. Many clubs focus attention on career education during Youth Activities Week (the week of September 15 of each year) or Vocational Service Week (the week of October 15 of each year). One need only read the monograph on Rotary International and Career Education to see examples of several outstanding career education programs in order to obtain ideas and suggestions for local clubs to implement.

Another key point to consider is that once a local club becomes committed to and initiates a program that it believes in, the chances are very high that it will support that winner. Examples include the efforts of Charlie Bradshaw and the Rotary Club of Corpus Christi, Texas, "The Wonderful World of Work," (page 4) or the Rotary Club of Gold Beach, Oregon, which won a Rotary International Significant Achievement Award for its career education efforts. (page 5) Several other examples are listed in the Monograph. Ideally, however, each program should be worked out locally.

B. Assistance from Local Rotary Clubs

To establish a cooperative working relationship between local educational agencies in a state and the many local Rotary clubs, the following approaches may be followed by the State Coordinator of Career Education:

1. With the assistance of an educator who is a Rotary member, identify the Rotary district governor for each of the Rotary districts in the state.

2. Contact the Rotary district governor and through him, the governor-nominees. It is also advisable to contact a leading educator-Rotarian in the geographic area where the Rotary district governor-nominees reside.

3. Suggest to the educator-Rotarian that he assist in establishing a meeting with the governor and governor-nominee for the purpose of explaining ways in which local Rotary clubs within the district could support the various phases of career education.

4. Work with the local educator-Rotarian to set up a joint meeting involving the State Coordinator of Career Education, the Rotary district governor and governor-nominee to plan an appropriate presentation that will illustrate the various activities and projects which might be adopted by local Rotary clubs in support of the career education programs in the local schools.

5. Inform the district governor and the governor-nominee that volunteer Rotary members who have attended the Career Education mini-conference will serve as a "speakers bureau" or resource person for exploring ways in which local Rotary clubs can support career education.

6. Enlist the support of the district governor and the governor-nominee to make career education a priority and to challenge local Rotary club presidents to serve the youth of their communities.

7. Suggest to the district-governor and the governor-nominee that a plan be established for a district-wide promotion of career education under the guidance of the district Vocational Service Chairman. Volunteer to arrange for meetings or communications with those persons he assigns to assist with the district-wide emphasis of career education.

8. Upon obtaining the support and concurrence of the district governor and the governor-nominee, notify local career education coordinators of your efforts to solicit support for their programs and advise them to contact their local Rotary club president or president-elect.

9. Supply the Rotary district governor and the governor-nominee with the names and addresses of all career education persons in the district. Suggest to him that he provide the Vocational Service Chairman with this mailing list.

After meeting with the district governor and the governor-nominee, the State Coordinator of Career Education should follow-up with him/them and encourage him/them to complete the following activities:

1. Emphasize "career education" as one of the major program priorities when meeting with district and local club officers.

2. Assign the "career education priority" to one of the district committees.

3. Make certain the district governor and the governor-nominee have sufficient career education information to present a plan for a follow-up with local club officers during his visits.

4. Assist the district governor and the governor-nominee in developing a plan for evaluating the effectiveness of the local club activities that support career education.

5. Provide the district governor and the governor-nominee with a list of local educators who are willing to serve as contact persons in career education. It may be possible to announce these in the district governor's monthly letter.

The State Coordinator of Career Education should prepare the local coordinators of career education to follow the same basic pattern as that of the State Coordinator of Career Education but at the local level. After receiving the district governor's concurrence, the local career education coordinator should contact the local Rotary club president and president-elect to reinforce the efforts of the Rotary district governor and the governor-nominee as they work with the State Coordinator of Career Education to establish career education as a priority for the local Rotary club.

C. Monograph on Career Education

The following suggestions are contained in the monograph of Rotary International and Career Education and are commented on in the booklet. They are condensed here for your information.

1. Practical Problems Facing Local Rotary Clubs With Reference to Career Education

Problem #1. Local Rotary clubs typically have many kinds of service projects.

Problem #2. Too many educators are still resisting the use of community resources in educational efforts.

Idea - Influence/prepare educators to receive Rotary by emphasizing the specific "wealth of resources" in the local area to be available only through Rotary.

Problem #3. The definition of career education is still unclear.

Idea - Include in the initial approach, a brief but attractive package to make clear the state definition, goals, objectives (this is part of marketing!). Emphasize broad range for potential of Rotary participation.

Problem #4. There can be no national Rotary policy supporting career education as a service project for local Rotary clubs.

Idea - Though indirect, one possible way to communicate outstanding Rotary career education projects to other local clubs is to

adopt a standard procedure for Coordinators to provide descriptive information to each other for local dissemination to area Rotary clubs and thus motivate interest and involvement.

Problem #5. Too many Rotarians know too little about their local school system.

Idea - Include the local Rotary club president (or key Rotarian) on the school system key mailing lists of units which engage in positive reporting (example - public relations unit) to foster greater understanding of specifics.

Problem #6. The weekly emphasis of Rotary in some communities precludes any kind of sustaining effort that requires daily attention.

Idea - As an alternate strategy to direct involvement, have available, when discussing possible involvement, a planned list of indirect but enabling career education services that a club might sponsor until the club finds time or decides on the more direct.

2. Suggestions For Inserting A Career Education Service Activity Into Rotary Clubs

Suggestion #1. Rotary clubs can approach school systems and offer to help with the school system's career education efforts.

Suggestion #2. Devise clear statements of exactly what individual Rotarians could do to help in career education and let them choose those that appeal most.

Suggestion #3. Provide training to local Rotarians on how to do what they have volunteered to do.

Suggestion #4. Start slowly.

Suggestion #5. Begin the career education effort on an "in house" basis prior to approaching the local Rotary club.

Suggestion #6. Go beyond occupations represented in the local Rotary club in building a Community Career Resources Bank.

Suggestion #7. Do not limit the career education activities of the local Rotary club only to those associated with the school system.

Suggestion #8. Seek to have career education presentations made at a meeting with the district governor and the governor-nominee. Include the district Vocation Service Chairman if possible.

Suggestion #9. Be willing to include, as part of the local Rotary career education effort, an offer to participate in helping educators learn how to use community resources effectively.

Suggestion #10. Involve the leaders of the education system in making a request of Rotary to engage in career education as a Rotary service activity.

3. Ideas For Educators Who Want To Involve Local Rotary Clubs In A Career Education Effort

Idea #1. Talk to local Rotarians about career education as a vehicle for educational change holding potential for helping to solve current educational problems.

Idea #2. Appeal to local Rotarians by picturing career education as a service to youth.

Idea #3. Appeal to local Rotarians by emphasizing that today's male youth are tomorrow's Rotarians.

Idea #4. Appeal to the individual Rotarian by arranging activities where youth will ask him for information.

Idea #5. Be specific in requests made of local Rotary clubs.

Idea #6. Include, in plans to work with the Rotary club, ample opportunities to get expressions of concerns and problems regarding the entire education system for Rotarians.

Summary

The potential of the individual Rotarian for participation in career education is obviously very great. Many Rotarians are owners and/or top decision-makers in companies and organizations that school systems have tried to work with in career education. The career education experiences of such organizations will provide a valuable source of input for such Rotarians if the subject of career education comes up in their local club.

A GENERAL GUIDE FOR COLLABORATION:

CHAMBER OF COMMERCE

and

CAREER EDUCATION

This general guide for collaboration was prepared by Mr. Douglas C. Johnson as a result of a mini-conference sponsored by the Office of Career Education, U.S. Department of Education, in 1980 for representatives of the Chamber of Commerce and State Coordinators of Career Education.

A GENERAL GUIDE FOR COLLABORATION:

CHAMBER OF COMMERCE AND CAREER EDUCATION

I. Introduction

In a recent publication, "The Business Community and the Public Schools," the President of the Dallas Chamber of Commerce, Mr. Dan S. Petty, and the Superintendent of the Dallas Independent School District, Mr. Linus Wright, state that partnership efforts come about as a combination of needs in the community and school system and that only working together can the challenges be met. In addition, they feel that in our complex society, such partnerships between the private and public sector are necessary to help achieve the mutual goal of informed, productive and literate citizens.

II. Background of the Chamber of Commerce

A. What is the Chamber of Commerce?

The Chamber of Commerce is a business oriented organization established as a vehicle for the exchange of information and to provide business people and others who share its views with the opportunity to work cooperatively to improve their community as a place to to business and live. Members of Chambers of Commerce -- always as employers, frequently as parents -- have a fundamental interest in Education.

B. How is the Chamber of Commerce organized?

What we call "The Chamber of Commerce" is actually a federation of voluntarily united businesses and business organizations. As a federation, it is independently and autonomously organized at the national, state and local levels.

National: The Chamber of Commerce of the United States in the national organization of 94,000 businesses, 2,600 state and local Chambers of Commerce and 1,300 trade association members. The National Chamber's mission is to advance human progress through an economic, political and social system based on individual freedom, incentive, opportunity and responsibility.

State: State Chambers of Commerce are independent organizations of businesses and business associations. State Chambers vary in size and mission from state to state although they often serve in a leadership capacity at the state level similar to the National Chamber as well as from local chambers within the states they serve. Many local chambers hold membership in their state chambers. Business membership of a state chamber does not necessarily mirror the membership of

local chambers in the state and vice-versa. State Chamber activities usually are directed to state legislature and issues affecting the entire state.

Local: Local Chambers of Commerce are the "grass roots" organizations in the chamber federation. Functionally they are autonomous from the state and national chambers and from each other. They can be organized to serve the business interests of one or several communities. Like other levels of Chamber organization, local chambers have their own boards of directors. They establish their own program of activities and operating policies based on their respective individual community needs and interests. This is the group which can work directly with the local school system.

C. Historical Background

The Chamber of Commerce of the United States of America, through its Education, Employment, and Training Committee, took an early national leadership role in furthering career education as a collaborative effort. In 1973, the U.S. Chamber of Commerce organized and conducted a National Conference on Career Education and published a report of its proceedings. In 1975, U.S. Chamber of Commerce again took a national leadership role by inviting a variety of other national organizations to work collaboratively with them in developing a consensus position paper on career education.

Both because of the national career education leadership supplied by U.S. Chamber of Commerce and because of the prominent position local chambers of commerce enjoy, it has been natural for educators in career education to seek support for and involvement in career education on the part of their local chamber of commerce.

In the 1975 booklet published by the U.S. Chamber of Commerce, "Career Education - What It Is and Why We Need It from Leaders of Industry, Education, Labor and the Professions," it states that career education will never be implemented by individuals acting alone, but by persons acting in concert with those whom they share a common interest or responsibility. The booklet describes persons who might comprise "the career education team" and what their functions might be:

1. School Administrators and School Boards - obtain support and commitment, provide leadership, adopt a plan for implementation and evaluation for a curriculum integrated with career education, identify personnel and resources, offer inservice programs, etc.

2. Classroom Teachers - help students develop positive attitudes toward themselves, others, work, and those who work: relate what students learn to future education and occupational alternatives; reinforce decision making, etc.

3. Industry-Education-Labor-Professional Community - volunteer as resources for schools, help develop support for career education,

participate in designing realistic curricula relating to career education, etc.

4. Guidance and Counseling Personnel - serve as resource consultants, provide information, assist in placement, serve with other education personnel as liaison between school and the business-industry-labor-professional community.

5. PTA's, Ethnic and Cultural Groups, Civil Rights Agencies, and Other Service Organizations - understand the career education concept, stimulate support among parents and the community, serve as resources, etc.

6. The Family - help children develop positive attitudes toward work and in acquiring good work habits, help acquaint children with career choices, volunteer as resource for the school etc.

7. Student Groups - serve as advisory to the policy making board for career education, ask teachers to emphasize career implications of subject matter, encourage students to understand relationship between education and work, etc.

D. What is the Chamber of Commerce interest in career education?

The Chamber of Commerce is an organization of employers. Employers are dependent on the product of the educational system for their future. Capable, well-motivated people who work, are the product of the educational system. Career education is a philosophy of education which can contribute greatly to education's ability to produce people with proven learning, the ability and the desire to work. This is business's primary interest in education.

Among the many reasons for business interest in education are:

1. Business taxation pays a larger part of the cost of public education. Business people, like other taxpayers, want to see good results from their tax investment.

2. When basic employee skills are deficient, business must spend huge amounts of money annually to correct those deficiencies by training and retraining their employees.

3. A negative perception of the public schools in a geographic area discourages families from living in that area. A positive image for the schools can influence and contribute to a stable business climate and the overall quality of life in a community.

4. And, employers are parents who care.

III. Strategies for Collaboration

A. Assessment of State and Local Chambers of Commerce

If the State Coordinator is truly interested in a collaborative effort with state and local chambers of commerce, it will be necessary to conduct an assessment of those organizations to determine what is happening; where it is happening; who is participating and what kinds of direction and future goals have already been established. Informal assessment instruments, interviews or other techniques could be developed by State Coordinators of Career Education to measure the above questions. A statement which helps the state and local chambers realize the importance of sharing information with the SEA should be developed so that there is a clear understanding of the need for information as part of a total effort which will effect both the business and education community in the near future. An example of such a statement might be, "Since there will be fewer youth and more adults in the 1980's and 1990's, what is your organization doing to become more involved in the preparation of the available youth and adults for employment in your community," or "Do you feel the educational community is meeting your needs for motivated and productive employees?

B. How do I work with Chambers of Commerce?

The Chamber of Commerce is usually an excellent entre to the business community -- state or local. The Chamber is the best source of access to reach individual business executives who can help make your program a success. Since each Chamber has its own policies and priorities, they will differ in their level of interest in career education. Some will know what career education is before you meet them, others will not but will be interested when you explain career education and what you would like them to do. Just as education has staffing and resource limitations, so do Chambers of Commerce. Some Chambers will not be able to help.

However, begin with the executive director of the state Chamber of Commerce. Call him and make an appointment to see him. Be prepared to explain clearly and simply what career education is, what you do in it and how you would like to work with the Chamber of Commerce. Tell him you know the State Chamber is not the organization to work with the local schools. However, you know the head of the state chamber will know who in the other chambers would be interested. Ask the state chamber executive to give you names of other chamber executives and an introduction. It may be enough to get his agreement to use his name in calling the other chambers.

Your relationship with the Chambers of Commerce will depend on your objectives. State Chambers may be very helpful if you wish to run seminars for their members on the workforce needs of the 80's and how career education programs can help employers meet those needs.

These kinds of programs are most successful when your presentation is carefully prepared, well delivered and ends with specific suggestions as to how you want business to work with your schools.

Local chambers can relate best to their local school systems. You may want to introduce the local Chamber executive to the local career education coordinator. Once that relationship is established, the possibilities are endless.

Because the Chamber is such a large and diverse group of organizations, if one chamber indicates it cannot work with you, go on to another. The next one may be wondering how to contact you and welcome your call.

C. Collaborative Strategies

After a preliminary assessment of current collaborative activities between chambers of commerce and educators has been conducted, it will be necessary to look at strategies for promoting further collaborative efforts at the state and local levels.

Listed below is a suggested sequence with several recommended strategies for promoting the partnership between chambers of commerce and education.

1. Increasing Awareness About the Need for a Career Education Partnership:

   In order for an effective partnership to be established each partner needs to understand the purpose of the other. A few strategies through which this can be developed are:

   - Dissemination - Mail or hand deliver items that have been produced to explain career education and the Chamber of Commerce.
   - Communication Seminars - Establish a round table session for sharing activities that are going on in this partnership.
   - Joint Visitations - Make an effort to jointly visit local Chamber of Commerce and School Districts.

2. Developing Common Goals and Objectives:

   It is important for educators and members of the chambers to agree upon common goals and objectives which they would like to work toward in the coming years. Many people should be involved in deciding these goals/objectives. Several strategies through which these can be developed are:

   - Conferences and Workshops

- Communication Seminars
- Series of Mini-conferences

3. Planning and Implementing Programs, Activities, and Products:

Once common goals and objectives have been developed, a smaller group of people should be gathered together to plan programs, activities, and products which appear to be means toward achieving the commonly agreed upon goals and objectives. They would suggest a realistic time line for implementing these programs and activities and for developing the suggested products. They would also identify possible school and community resources that could be used to support the collaborative effort. Listed below are different groups that could be used to plan and implement a collaborative effort:

- State Career Education Advisory Committee's Sub-committee
- Ad hoc task force
- District Career Education Advisory Council
- Local Business - Education Council

Summary

If a group at the local or state level comprised of representatives from both education and the Chamber of Commerce can establish the need for collaborative efforts and realize the benefits for not only their respective groups but for the total community, a major step in the career education process will have been accomplished.

A GENERAL GUIDE FOR COLLABORATION:

ASSOCIATION OF JUNIOR LEAGUES

and

CAREER EDUCATION

This general guide for collaboration was prepared by Dr. Robert J. Weishan as a result of a mini-conference sponsored by the Office of Career Education, U.S. Department of Education, in 1980 for representatives of the Association of Junior Leagues and State Coordinators of Career Education.

A GENERAL GUIDE FOR COLLABORATION:

ASSOCIATION OF JUNIOR LEAGUES AND CAREER EDUCATION

I. Introduction

Ever since the first minutemen stuck their heads out from around the colonial fences, volunteerism has been a dynamic force in American life. The Association of Junior Leagues, Inc. (AJL) is a national volunteer organization. The purpose of the Junior League is exclusively educational and charitable. The goals of the Junior League are to promote voluntarism; to develop the potential of its members for voluntary participation in community affairs; and to demonstrate the effectiveness of trained volunteers.

The Association if a federation of 237 AUTONOMOUS Junior Leagues which are located throughout the United States, Canada and Mexico. There are over 100,000 members. At the national level the Association maintains a staff of administrators and consultants which are available to aid Junior Leagues with program development.

II. Background of Junior Leagues

Junior League's Involvement with Career Development

Sometime ago AJL recognized the need and importance for life planning. In the early 1970's AJL secured the services of Alene Moris, Director of Individual Development Center, Inc. in Seattle, Washington, to develop a career development course for the Junior League members. Then in 1977, because of the success of the career development course and the increased interest on the part of friends of Junior League members, AJL applied for and received a $95,000 grant from the Kellogg Foundation. This grant was for the purpose of developing a community Adult and Youth model of the career development course. Materials were field tested in carefully selected areas and the final model was completed. All across America Junior Leagues were then allowed to send two members to be trained in the use of the career development materials. These trainers were inserviced for two and one-half days at one of the regional meetings before they were sent back to work in their local communities.

III. Strategies for Collaboration

A. Junior League's Career Development Program

There are two career development courses, one for adults and one for high school students. Participants learn to identify their abilities, interest, current skills, values, determine personal goals and set

realistic objectives to achieve a satisfactory lifework (voluntary, and/or paid). In order to do this, AJL instructors teach community research techniques, interviewing and resume writing.

1. The Youth Model is a ten hour program (workshop) designed for high school students. It is called DEVELOPING YOUR CAREER - A PROCESS IN SELF MANAGEMENT. The goals of the program are to help the participants:

    - Become aware of their unique potential for productive, satisfying work
    - Take responsibility for developing that potential both for sake of their own health and happiness and to enable them to make a significant contribution to the common good
    - Realize that volunteer work can be not only a powerful way to serve and influence the community but also a highly useful career development technique
    - Understand the basic concepts of career development as a means of planning creatively for inevitable life changes

    The program is based on the concept that EVERYBODY needs to work. People need the personal satisfaction that comes from working and the nation needs to use all the talents of its people in order to remain strong and vital. It addresses the fact that planning a career is seldom easy. It requires hours of work. However, since your life is the most important thing you own, any time you spend in deciding how to plan your life so you will make best use of your talents is time well spent. Most people need help doing this analysis. DEVELOPING YOUR CAREER is designed to help participants begin to see the lifelong process of knowing:

    - Who they are
    - What needs to be done
    - What you could do about those needs
    - How you would prepare yourself to do them

    The profound sense of well being that comes from doing significant work is stressed along with the idea that a community benefits greatly when each person takes the responsibility for developing God-given gifts and looks for productive ways in which to use those talents.

    Responsible, creative career development is truly one program where EVERYBODY WINS.

The program is divided between lectures, group exercises and individual workbook exercises. The materials are organized so that they can be taught in five two-hour sessions or ten fifty-minute periods.

PROGRAM CONTENT

Lecture:
Balanced life concept - one's life divided into three parts: life work, relationships, and personal development. The importance of developing balance among the three segments is explained along with the fact each is responsible for their own behavior.

Group Exercise: "I Am Unique"
Workbook: Life History
Lecture: Consideration of why they need to think ahead regarding life/career possibilities.
Concept - you will change - world will change
Decision-Making
Exercise: Decision-Making
Decisions they have to make
Lecture/Discussion: What I Like To Do
Workbook Exercises: Ten Things I Like
Vocational Interest Checklist and Summary
Lecture/Discussion: Skills and Abilities: What Can I Do?
Workbook: Analyzing Skills
Inventory of Skill Verbs and Skill Phrases
Lecture/Discussion: Presentation on Values: What is important to Me?
Group Exercise: Valuing Case Studies
Workbook: Work Value Checklist
Summary of Things I Know About Myself
Group Exercise: Brainstorming Career Possibilities
Lecture: How to do career investigation, become knowledgeable, develop competencies and make contacts.
Workbook: Tentative Career Possibilities
TWO HOURS OF CAREER SPEAKERS
Lecture/Discussion: Obstacles to Decision-Making
Workbook: Positive and Negative Factors in Your Self Management
Group Exercise: Sharing Obstacles
Workbook: Setting Objectives: personal, relationship and work
Group Exercise: Sharing Your Plan

The adult course consists of six 2½ hour sessions. These sessions are offered day or evening in the communities served by the Junior League.

2. AJL Has More to Offer Than Just a Course (selected examples)

Each Junior League is autonomous, community based and full of a lot more potential involvement for career education than just this

career development course might suggest. While there are numerous examples from Battle Creek to Boston of super career education programs in which the League is active, five cities, Dayton, Ohio; Rye, New York; Fort Wayne, Indiana; Spokane, Washington; and Columbia, South Carolina, can serve to illustrate how much the League volunteers could mean to career education in a local community.

a) Junior League of Dayton, Ohio - Career Education Project

For the past two years, the Junior League of Dayton has been teaching the DEVELOPING YOUR CAREER program in occupational work classes and distributive education classes with an excellent response. We have observed students move from the feeling there was no hope for them to an attitude that there would be something for them if they make the effort to develop skills. We have also worked with some of the community's gifted and found we got very positive results. We found the basic materials could be used successively with most students.

Since most of our schools with the exception of the Dayton City Schools have practically nonexistent Career Education efforts, we felt we wanted to work toward a beginning. Although our goal is to make our efforts available to any system in the sixty-mile radius of our League, we knew we needed to pilot in a system. As it worked out, after several months of work, Kettering City Schools with approximately 10,000 students agreed to work with us on the project.

The Junior League will provide three elements:

- Trained volunteers to teach the program in the classrooms. They will teach the materials based on the Junior League program. We plan to make some modifications based on recommendations we have based on our experiences and based on some need assessment input of the Guidance Department.

- Volunteers to develop a morning Career Exploration opportunity. As part of this the Junior League will develop a presentation on the concept of Career Education and our effort in this area. Volunteers will take this to professional organizations, CBO's and the industry/labor segment of the community. We will ask them to supply the quality speakers. In addition, we will be developing a resource file of people in the community who are willing to be interviewed by phone by students doing research. Although this is not part of the initial project some of my preliminary research indicated there is interest on the part of many in shadowing, etc. It would be my hope that we would be

the beginning of what could follow. We want to be sure students develop an awareness of what opportunities exist in the community -- Explorer Programs, etc.

- A coordinator to link the school to the Junior League. The Junior League will provide the $14,000 coordinator/consultant fee. An Advisory Board made up of the two Junior League project chairmen, two representatives of the Kettering Schools (the Asst. Superintendent, Director of Guidance) and three community representatives (it appears one will be from Kettering Rotary and the other two from Human Resources of two international companies headquartered in Dayton). The Advisory Board will hire the coordinator and have authority over the project and will make recommendations to the Junior League concerning the second year involvement. The coordinator will be responsible for writing the model and for transfer to new schools the second year. The coordinator will also work with future schools with the help of volunteers on preliminary ground work for future start-up of the program.

Realizing that Career Education is not a ten-hour shot in the arm, the Kettering System will be working on the development of a K-12 program (infusion). Part of the coordinator's time will be devoted to Kettering's efforts in this area. Volunteers have an opportunity to be used here.

The Junior League is interested in demonstrating aid without adding additional burdens to the teacher.

An underlying objective in developing this program is to develop a Career Exploration model that is not costly to produce and easy enough to do that once developed, a Student Council or PTA could run it on a continous basis. It is our idea that we will be able to send a Junior League member to work with the setting up of this phase of the program in new schools. He/she would work with the selected school group. We also see the possibility of training teachers in a system, team-teaching (one volunteer/one teacher).

Kettering Schools have agreed to be the pilot and have agreed to make results of the total experiment available to surrounding school districts. The Junior League will have a formal contract with the school system.

b) Columbia, South Carolina, Has Exciting Career Education Plans

Columbia, South Carolina, has been involved in teaching Career Development for two years. They have offered the course in a

public school to 10th graders through a Sociology class. The course is also taught in two private schools -- in one school to juniors during an enrichment period and in another school to seniors through a Personal Growth and Development class.

At the present time the Columbia Junior League is collaborating with the State Career Education Coordinator to provide training and to aid in recruiting volunteers to teach the course in several school districts in the State that have received 95-207 funds. The Junior League is also making plans to video-tape the course for use in other districts in South Carolina through educational television.

c) Junior League of Spokane - Developing Your Career

Typical of responses to the Adult Model of the Junior League Career Development Course are: "If only I had taken this course when I was in high school!" and "My teenager needs this course!" In the fall of 1978 a handful of highly committed course graduates volunteered to teach the "Developing Your Career" mini-course to 11th graders in the required Applied Economics Classes in Spokane, Washington. By teaching in such courses they hoped to reach a greater cross-section of students. During the first year the course was taught to 550 students in two high schools, and during the second year it was expanded to 1,400 students in five high schools.

Spokane School District 81 was most supportive, paying for the $2.00 workbooks for each student and printing supplementary materials. Dr. Homer Mattson, the District Supervisor of Career Education, encouraged them to pilot a 14-day course, as well as a revised 10-day version, with the duration of each class being 50 minutes. The teachers, after observing the classes, provided many valuable ideas and insights for future course revision. The librarians and career education counselors assisted in the Career Research Project by assembling materials and speakers, as well as by providing contact people for informational interviews.

In July, 1980, a volunteer committee composed of both experienced trainers and specialists in curriculum writing, ITIP (Instructional Theory Into Practice), values clarification, and career education, will rewrite the trainer's manual and the workbook. The result should be a comprehensive course that (1) meets the needs of the students, (2) is designed in the SLO (Student Learning Objectives) format to fit easily into the high school framework, and (3) can be implemented by community volunteer groups, or easily incorporated into the

curriculum by teachers. As an additional benefit, the new workbook can be reproduced by any school district, thus reducing the per student cost.

Finally, the Junior League of Spokane has highly qualified members who can travel to other areas to work with teachers or volunteer groups in establishing high school career development courses. With such concentrated efforts, it is their goal that career development education will rapidly expand and be available to all high school students.

d) Making Things Happen in Rye, New York: Junior League of Westchester on the Sound, Inc.

After teaching "within League" for two years, we began offering our career development courses in the community, first via the Presbyterian Church, then by contacting the local adult education program and the YMCA. We've remained at the last two, offering day and evening courses reaching men and women of diverse backgrouds.

Meanwhile, the Superintendent of Schools in Rye, New York, noted that the League was doing this and he asked us to teach at Rye High School. We soon became the career development facilitator there, working on a voluntary basis. In the beginning we did a five week, once a week, 2½ hour career development workshop. Then our Superintendent saw the class and said he preferred a longer format. At first it was an elective. Now it is a required course.

Meanwhile our Junior League was contacted by Rye Neck High School. Their faculty were enthusiastic about our career program. They wanted to add this career course to their curriculum. Now the League plans to teach several summer sessions at the local private school for their students (another request). We will also teach a career course for "over 18 year olds" at the local regional summer school for our public school youth.

e) Junior League in League for Career Education With a Major University (Indiana at Purdue) Fort Wayne, Indiana

Fort Wayne has, in essence, had two career projects. We have implemented the Volunteer Career Development course. We began this in 1976 and to date have trained over 400 individuals in some ten different workshops.

When we began in 1976, concurrently with interest being generated by the Junior League, Dr. Charles Bolyard and Dr. Robert Barkhaus of the local regional campus were creating a "Students' Guide to Career Planning," utilizing a similar type of self-assessment theory as contained in the Junior League program. Dr. Bolyard and Dr. Barkhaus further developed their system into a series of publications entitled "Threads -- A Tapestry of Self

and Careers." This effort was undertaken to meet the needs of many persons entering university programs without setting realistic goals with respect to career objectives and educational planning.

The "Threads" system is patterned after the Holland System of personality theories, and contains the major sequential steps of (1) self assessment, (2) career information, (3) matching of self and careers, (4) setting career goals, and (5) educational planning.

Upon "discovering" each other, Junior League members and Dr. Barkhaus and Dr. Bolyard realized their efforts were, indeed, compatible and identified the possibility of working together to share the value of Career Planning with students in high schools. The Junior League embarked upon the ambitious commitment of providing financial assistance and volunteer services of members who were interested and willing to become involved to assist teachers and counselors in conducting the projects. The original Junior League commitment was for a three-year period, and deemed to be a pilot effort which would demonstrate its value, and then be adopted as a regular program by school systems.

Discussions were held with Junior League members, Dr. Barkhaus, Dr. Bolyard, and Fort Wayne Community Schools' officials during the early spring of 1977. After exploring several possibilities for implementing Career Planning projects in the FWCS high schools, an ad hoc committee of school officials, consisting of two principals, two guidance persons, and the Director of Career Development was designated to develop tentative plans for project implementation with the Junior League. Pursuant to meetings with the principal and guidance directors of each high school, five schools in the FWCS system opted to implement the project in the school year 1977-78. Junior League volunteers and school personnel were trained and paired during the summer of 1977. By May of 1980, we will have been in 19 schools (with over 700 students) in the Allen County area. The programs are varied -- some taught in English classes, some in sociology classes, and some in study halls. The length of the course also varies -- some for the semester, some for only a week, and some for all the high school years. And, finally, obviously, the content varies as well.

We had initially developed the project for only a three-year Junior League commitment. We are now embarking on our first year of extension. In addition to the training, classroom teaching, the Junior League has gone to the Indiana State Legislature to lobby for career education, developed a speakers' bureau, produced a video-tape, and spoken to countless parent-teacher groups and educators.

B. The Challange to State Coordinators

This tremendous resource of talented and dedicated people needs to be better utilized in your state and mine. But, like a lot of good things -- including career education itself -- first we must create a greater sense of awareness about the League. This awareness must be created in the minds of local career educators since each League is actually a separate community based organization.

This conscious level raising activity is a good place for the state career education coordinator to exercise some state level leadership.

Step 1 Look up the presidents of several -- if not all -- of the local Junior Leagues in your state. They are listed in the local phone directories under Junior Leagues of America, Inc.

Step 2 Invite these local League presidents to a state or regional meeting to discuss AJL involvement in career education.

Step 3 Ask each League president to bring along examples of career development activities in which their League is currently involved.

Step 4 Invite key local career educators from nearby communities to come to these state or regional meetings to get to know the Junior League.

Step 5 Have a share and steal format so that everyone at these meetings gets to know:

- what the Junior League is
- what it is and can offer to career education
- how to work with the local Junior League back in their communities

Step 6 Follow up by including collaborative activities with CBO's like the Junior League as one of your funding priorities for P.L. 95-207 monies.

Step 7 Consider contracting with the League to train local school staffs (inservice) to deliver the career development course.

Step 8 Feature Junior League in an issue of your Statewide Career Education Newsletter.

C. A Challenge to Local Career Education Coordinators

The real key to collaboration with the Junior League is initiative by local career education coordinators. Since Junior League is a network

of local organizations which operate quite independently, contacting your local League is essential.

Step 1 Look up your local League, or one in a nearby town, in the white pages of the phone directory.

Step 2 Find out what that League is currently doing in career development.

Step 3 Explore some options for greater collaboration between your local district and the League, e.g., teacher in-service, course offerings by League members in the high school, community awareness activities, etc.

Step 4 Remember the League is very flexible and can be approached anytime. If you want a local League to commit some major dollars and/or people to career education, then the best time to raise the idea is in the fall so that by spring their directors can vote on that proposal. If the collaboration doesn't require big dollars and/or many volunteers, or if the League is already into career education, then added activities can be considered anytime during the year since no special vote is required.

Step 5 Be prepared to enjoy some of the most talented, enthusiastic, knowledgeable volunteers any educational program could want!

D. The Challenge to Junior League

Don't hide your lamp under a basket, the Bible says. Well, the Junior League members cannot be accused of not trying (and most often succeeding) to open up the school house doors to community volunteers. Unfortunately, sometimes they've lacked an effective ally inside education to smooth the way. The local career education coordinator should be just what the League has been looking for if they've found any resistance within public education.

Step 1 Contact your local school superintendent and find out who coordinates career education for their district.

Step 2 Meet with the career education coordinator and educate that person about the Junior League.

Step 3 Explore avenues of joint collaboration and set up a game plan to move ahead.

Step 4 Go to the local school board meetings to vocally urge local school district support for more career education.

Step 5 Help educate the business/parent community about career education and its potential for good.

Step 6 Share your talents, ideas, energies with your local school despite any previous setbacks. These are the futures of our kids and career education is too important to let die just because of bruised feelings or closed minds. Together we can make every youngster a winner!

A GENERAL GUIDE FOR COLLABORATION:

NATIONAL RETIRED TEACHERS ASSOC./AMERICAN ASSOC. OF RETIRED PERSONS

and

CAREER EDUCATION

This general guide for collaboration was prepared by Mrs. Anita G. Barber as a result of a mini-conference sponsored by the Office of Career Education, U.S. Department of Education, in 1980 for representatives of the National Retired Teachers Association/American Association of Retired Persons and State Coordinators of Career Education.

A GENERAL GUIDE FOR COLLABORATION:
NATIONAL RETIRED TEACHERS ASSOC./AMERICAN ASSOC. OF RETIRED PERSONS
AND CAREER EDUCATION

I. Introduction

"To Serve, Not To Be Served," the motto of both the National Retired Teachers Association and the American Association of Retired Persons, clearly permeated miniconference #156, held April 15-16, 1980, with five representatives of these two valuable organizations, four State Coordinators of Career Education and three observers from National program offices in Washington, D.C.

Author Elma Wheeler tells the story of a great salesman, who made himself wealthy on the basic premise, "Don't sell the steak, sell the sizzle!" Members of the National Association of Retired Teachers and the American Association of Retired Persons have the "sizzle" and will sell career education if the state career education coordinators and the local career education coordinators will provide the "steak." The "steak" will differ from state to state and from community to community depending upon the kinds of career education activities on-going in each locale and upon the kinds of "sizzle" and services which are necessary for implementation of career education.

Both of these national organizations are composed of over 12,500,000 members who are not "sitting in rocking chairs" but who are active, alert individuals anxious to serve the youth of our country. Some of the members do have limited energy, but all have unlimited expertise and much valuable experience. Each state and local career education coordinator is sitting "in the middle of a gold mine waiting to be tapped."

This Master Plan will address processes which can be followed by both organizations and state and local career educators as the "gems" in these "gold mines" are tapped, brought to the surface and utilized for America's greatest potential resource, our youth and their career development.

NOTE - Many acronyms will be used throughout this plan which first need clarifying:

SCEC - State Career Education Coordinator
SDE - State Department of Education
LEA - Local Educational Agency
LCEC - Local Career Education Coordinator
AARP - American Association of Retired Persons
NRTA - National Retired Teachers Association
AIM - Action for Independent Maturity
RTA - Retired Teachers Association
IFA - International Federation on Aging

II. Background of the NRTA/AARP

A. Organization of NRTA/AARP

The NRTA and AARP are separate organizations which work together and have parallel structures though they share functional staff. Each has a National Board of Directors consisting of national officers and an executive staff. The organizations are divided into nine regions, with area vice presidents and at least two staff members administering the regions. The Volunteer State Director and one or more assistants work most closely with local chapters of AARP and local units of RTA. AIM is the retirement planning program division of AARP.

The attached flow charts further describe both organizations.

Memberships consist of:

AARP - Individuals 55 years of age or over
NRTA - Retired educational personnel regardless of age
AIM - Persons 50-65 years of age and still employed

With a combined membership of over 12,500,000 AARP has approximately 3,000 Chapters and RTA has approximately 2,350 Units.

B. Programs and Services

Programs and services of NRTA/AARP are designed to improve the quality of life for older Americans and, in turn, providing an opportunity to improve the quality of life for all Americans through involvement of its members in educational and community service programs.

Many of the following programs of NRTA/AARP have career education components which could provide a lot of "sizzle" for a local and/or SCEC.

1. Interreligious Liaison: This program seeks to assist church and aynagogue congregations, organizations and ecumenical and inter-faith agencies as they develop programs to involve older persons in creative activity and services in the congregation and in the community.

2. Crime Prevention Program: Designed to help members and other persons to avoid becoming victims of crime and to reduce unnecessary fears about crimes which do not affect them, covering street crime, burglary, fraud/bunco and community police relations.

3. Safety and Driver Improvement Program: This program implements the National Safety Council's Defensive Driving Course utilizing Association members who volunteer their time. Recent Board

approval has allowed for program development expansion into all safety areas specifically affecting persons age 55 and over. Some of these areas include fire, pedestrian and consumer product safety, falls, and drugs

4. Retirement Preparation Programs: AIM conducts professional retirement planning training programs at various locations, and provides materials for group discussion seminars, a lecture series, and condensed multi-media programs on concerns of the middle years.

5. Health Education Program: The housing staff provides advice and counsel to individuals about housing, assist AARP chapters and RTA units to determine local needs so that as private citizens and community leaders they can participate in developing programs on housing, and serves as liaison with other organizations and government agencies which deal with housing.

6. Senior Community Service Employment Program: This project has as its purpose the assistance of economically disadvantaged persons with job training and placement in permanent employment. The program is funded under contracts from the U.S. Department of Labor.

7. Widowed Persons Service: The purpose of this program is to assist newly widowed persons in making adjustments to radically altered life patterns. The Widowed Persons Service staff with the assistance of Area WPS organizers establishes local programs which utilize widowed persons to contact the newly-widowed. The booklet, "On Being Alone - A Guide for Widowed Persons" (single copies free) includes information and advise about living throughout bereavement, financial and legal affairs, employment and housing.

8. The Institute of Lifetime Learning: The Institute of Lifetime Learning provides opportunities for older persons to continue learning. It works with the academic community to establish local educational programs for the membership and serves as a source of information on educational offerings. It also serves as a resource and facilitator of continuing education for providers of services to older persons.

9. Tax-Aide Program: This program is designed to provide volunteer counselors to assist other persons in preparing income tax forms. Counselors, trained by the Internal Revenue Service, meet individually with persons to assist them with tax forms which they might be eligible, on both the Federal and State levels. During 1979 over 10,000 tax counselors assisted over 3/4 of a million older persons in preparing their income tax forms.

10. Consumer Program: On the local level, the consumer staff offers program suggestions to RTA units and SSRP chapters.

11. Generations Alliance Program (sponsored by AARP): GAP was established as a mechanism for reducing negative, age-related stereotypes through intergenerational exchange. Local GAP groups, comprised of 15-18 youth and an equal number of older persons, undertake joint activities such as community service projects and education programs. Discussion groups also allow an exchange of ideas on issues of mutual concerns. The scope and focus of all activities are locally determined by the group participants.

12. Youth Conferences: NRTA Intergenerational Programming encompasses a number of activities designed to promote friendship and understanding between young and old. Youth Conferences With Older Americans are student-initiated intergenerational conversations. Held in the schools, the Conferences center on discussion of common community concerns and interests.

13. International Activities: Recognizing that older people around the world share a concern for economic security, social fulfillment and personal dignity and that all countries can benefit from a sharing of experience and programs, NRTA and AARP took the leadership in 1973 in establishing the International Federation on Aging. The I.F.A. is a non-governmental, non-political, non-profit organization with objectives that are primarily educational.

14. Legislative and Government Affairs: A full-time legislative staff in Washington, D.C. works with members of Congress on bills affecting older citizens, and coordinates the work of Joint State Legislative Committees in each state. During the past two years, the Association members or staff have testified before various congressional committees on such matters as: Retirement Income, Health Care, Housing, Mandatory Retirement, Older Worker Employment, No-Fault Automobile Insurance, Extension of the Older Americans Act, etc. The Association also have Joint NRTA-AARP Legislative Committees in each of the 50 states.

15. Legal Counsel for the Elderly: This project provides legal advise to elderly, especially in the areas of public benefits, protection services, and will preparation.

16. National Gerontology Resource Center: Located at NRTA/AARP headquarters in Washington, D.C., the National Gerontology Resource Center furnishes information on aging and the elderly population to the Associations' staff and to other aging-related organizations, institutions and government agencies. The Resource Center includes an extensive library collection in the subject areas of social gerontology and retirement, and is open for use by researchers, students and the general public.

It is evident that this extensive list of programs has many career education implications, but it does not specify career education as an entity by itself. Therefore, the participants in the miniconference felt that since National programs have to be approved by the NRTA/AARP Boards of Directors that a recommendation in the form of a resolution be drafted and sent to the National Committee on Community Services for approval and then passage by the Boards. Once the Boards endorse career education as a priority, then the National Organizational Headquarters could establish proper channels of communication with each SCEC (see attached resolution).

III. Strategies for Collaboration

A. Suggested Activities for SCECs

1. Secure the name(s) of area and local NRTA/AARP from the local telephone directory. If not listed, contact the local or state Educational Association or agency (Ex: NEA) office for director of the local or state chapter or unit.

2. Make contact with these chapter presidents and/or area vice-presidents for a discussion of career education.

3. Invite a representative of NRTA/AARP to serve on the State Advisory Council for Career Education.

4. Provide a spot on State and regional conference agendas for NRTA/AARP to explain their programsand discuss ways of collaborating for career education.

5. Provide the State NRTA/AARP officers with career education concerns that require legislative attention. This can be reciprocal.

6. Utilize members of NRTA/AARP as consultants in their areas of expertise and arrange for some monetary assistance to them for their services.

7. Use RTA members in the development and revision of curriculum materials.

8. Establish workshops whereby programs will be provided for older women entering the work force after several years at home.

9. Utilize the expertise of NRTA/AARP members in teacher inservice. Use those who have retired from jobs other than education. This will provide the classroom teacher with a broader base of knowledge about the "world of work." Remember that NRTA/AARP members have unscheduled time which can be utilized for most any time line.

B. Suggested Activities for LEA Career Education Coordinators

1. Work through substitute teachers to obtain names of members of NRTA/AARP.

2. Establish a list of activities NRTA/AARP members could assist with.

3. Appoint an NRTA and AARP member to serve on the local career education advisory council.

4. Invite NRTA/AARP to provide a speaker for a Career Day or Career Fair.

5. Present the "sizzle" for the NRTA/AARP members to convince people that each year more and more persons retire earlier and earlier and society is deprived of their skills, knowledge and wisdom.

6. Use NRTA/AARP members as resource persons in the classroom.

7. Use NRTA/AARP members to teach mini courses in schools relating to hobbies/leisure time interests of youth.

8. Use NRTA/AARP members in counseling/career development efforts with youth.

9. Design ways in which NRTA/AARP persons canserve as consultants to the school and provide them some monetary assistance.

10. Utilize the expertise of NRTA/AARP members in writing proposals for additional funding.

C. Suggested Activities for NRTA/AARP

1. Contact the SDE's Career Education Coordinator and arrange for a meeting to discuss how the programs of both organizations can be utilized for career education.

2. Invite the SCEC to participate in the area and state leadership conferences which are held each year and in some cases held twice a year.

3. Establish a National Directory of area and State resource persons for Career Education.

4. Join with the State Coordinators of Career Education and host a workshop to acquaint NRTA/AARP/AIM members with career education.

5. Assist the State Coordinator in legislative efforts for support of career education. This can be reciprocal.

6. Provide the State and local Career Education Coordinators with samples of materials from the Institute of Lifetime Learning which can be used at both levels aimed at helping members become active in meeting career education priority goals.

7. Develop resource directories or files of "Who's Who" to work in schools with students at local levels.

8. Serve as Resource Counselors to students.

9. Provide exploratory experiences of your life attainments.

10. Encourage members to participate in school Career Days and/or Career Fairs.

11. Serve as resource persons through which Colleges and Universities can begin courses in gerontology.

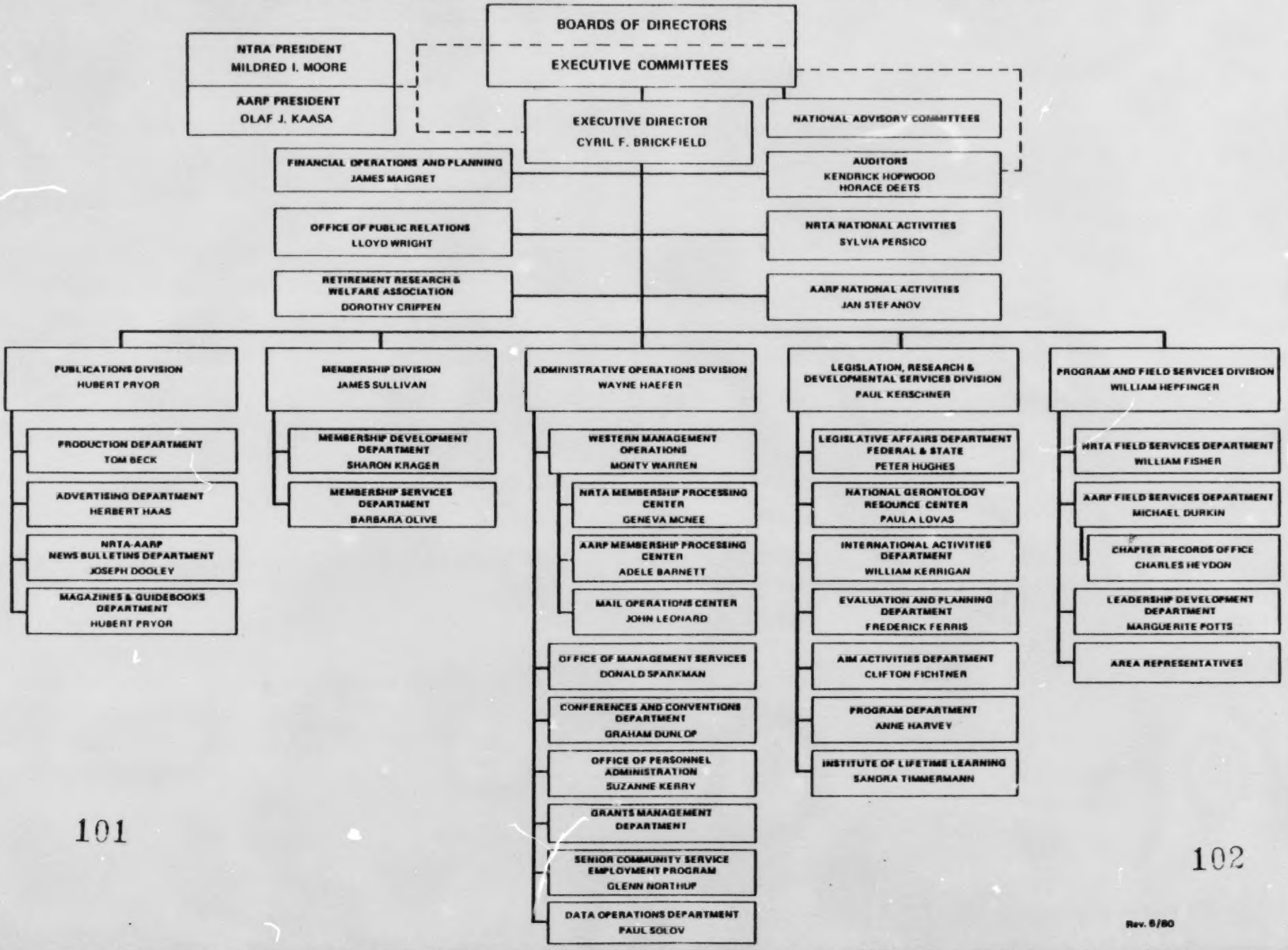
12. Assist State and local coordinators and/or career educators in writing proposals or other kinds of literary tasks in which a member has expertise.

An increasing number of persons 55 and over face early retirement. Through the development of new technology, many others are being phased out of careers in their 40's.

One out of every ten Americans is 65 or over. Life expectancy is 15 to 20 years beyond age 65 and the vast majority of older people remain comparatively healthy for the major part of those years. A vast majority of older persons desire to continue their current life styles. Others seek new careers or wish to pursue new challenges. Many need the satisfaction of continuing to succeed.

These "gold mines" of knowledge, expertise and desires to serve have only to be "sizzled" to make career education wealthy.

NATIONAL RETIRED TEACHERS ASSOCIATION – AMERICAN ASSOCIATION OF RETIRED PERSONS



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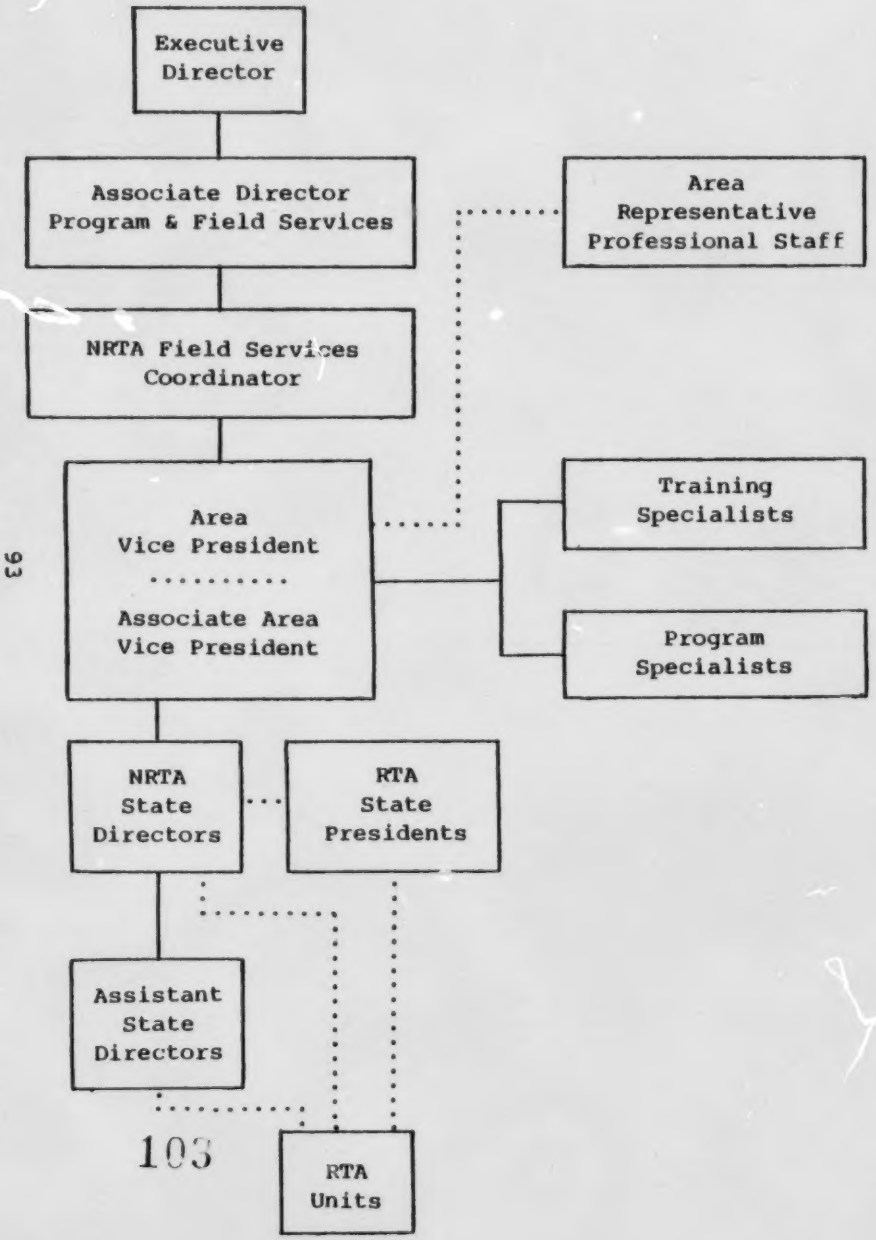
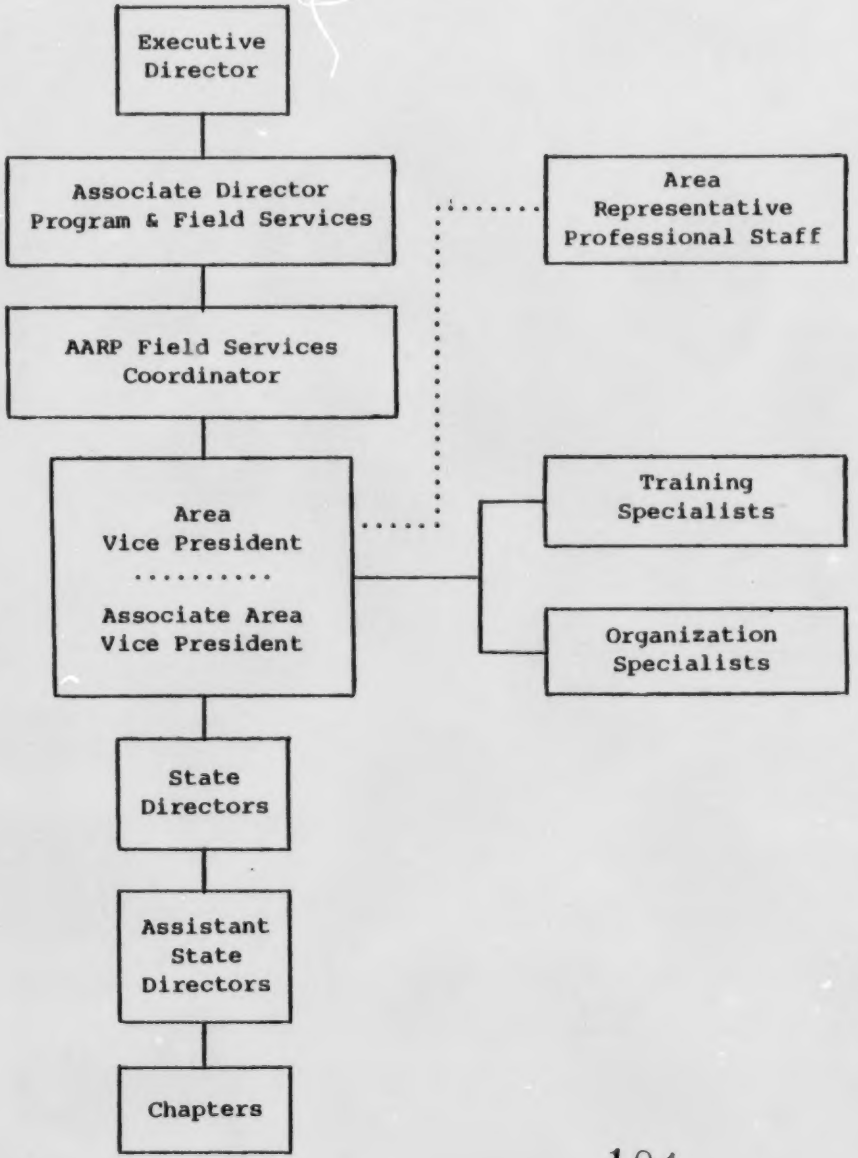
NRTA STRUCTURE



AARP STRUCTURE



RESOLUTION

WHEREAS representatives of the National Retired Teachers Association and the American Association of Retired Persons and representatives of the State Coordinators of Career Education met in joint consultation at a miniconference on "Career Education" at the Sheraton Inn in Silver Spring, Maryland, April 15-16, 1980; and

WHEREAS all representatives discussed and agreed upon the importance of joint collaboration on the National, State, and local levels in carrying out the intent of career education activities, including Second Careers; and

WHEREAS a resolution on the broad topic of "Second Careers" was formulated as a result of a similar career education miniconference which was held May 1-2, 1979 in Silver Spring, Maryland and was submitted to the Committee on Community Services; therefore

BE IT RESOLVED that we recommend that the Boards of Directors of the National Retired Teachers Assocation and of the American Assocation of Retired Persons take their usual leadership in initiating necessary action to effect this collaboration.

Signatures of NARP/AARP only.

Ed Bunn

Rebecca Butler

Octavia Doyle

Grace Carter Keeling

Elizabeth Welch

Note: The following State Coordinators in attendance at the April 15-16, 1980 meeting support this resolution.

Anita Barber

William Ivy

Robert Martin

Vivian Williamson

A GENERAL GUIDE FOR COLLABORATION:

BOY SCOUTS OF AMERICA

and

CAREER EDUCATION

This general guide for collaboration was prepared by Mr. Walter Faulkner as a result of a mini-conference sponsored by the Office of Career Education, U.S. Department of Education, in 1980 for representatives of the Boy Scouts of America and State Coordinators of Career Education.

A GENERAL GUIDE FOR COLLABORATION:

BOY SCOUTS OF AMERICA AND CAREER EDUCATION

I. Introduction

"Lead, follow, or get out of the way."

The Boy Scouts of America through its three programs can, at the local level, deliver much of career education's major goals. It must be determined by the State Coordinator, Local Coordinator and Boy Scouts which role each one is to play.

It should be understood by the reader that this is a "model" plan that may and probably should be modified to meet the needs and resources of a given state or local community.

No one community based organization is capable of delivering equal opportunity to all, thus, each State Coordinator should look and understand the potential of as many as possible in order to insure equal opportunity within his/her State.

II. Background of the Boy Scouts of America

A. Step 1 - What?

There are three programs in Boy Scouts of America. A brief description follows, with a more complete write-up listed under Appendix I.

1. Cub Scouting/BSA and Career Education

Cub Scouting can supplement and strengthen the Career Education efforts of the school through a year-round home-centered program emphasizing involvement between boys and their parents, adult leaders, and friends. The Cub Scout program contributes to self-knowledge, decisionmaking skills, career awareness, economic awareness, attitudes and appreciation, and social awareness. Activities within the Cub Den revolve around a monthly "career theme."

ORGANIZATION - Cub Scouting is a home-centered program with activities for the whole family that meets weekly in small (6-8 boys) natural groups called dens under the leadership of an adult den leader and a Boy Scout den chief to work on projects which entitle them to recognition and prepare them to meet with other dens at the pack meeting. Cub Scouts have fun, in a democratic way, as they learn sportsmanship, and good citizenship, they learn how to get along with others and they learn to do their

best for themselves and their den. Can also meet in school or community center situation where distance or other problems prohibit a home center program.

WHO CAN JOIN? Boys who are 7 years of age and have completed the second grade, or are 8 years of age but are not yet 11 who, with the approval of their parent or guardian, become registered members of a Cub Scout pack and obligate themselves to observe the Cub Scout Promise and the Law of the Pack, and to attend regular meetings of their dens.

LEADERSHIP - The program is led by volunteers who are at least 21 years of age and are of good moral character, selected because of their interest in Cub Scout-age youth.

2. Boy Scouting/BSA and Career Education

Boy Scouting supplements and strengthens the Career Education efforts of the school system by focusing on a recognition program along with an emphasis on physical fitness through vigorous outdoor activities. The Boy Scout program develops in youth such qualities as: self-reliance, ability to make decisions, awareness of economic and social principles, a desire and skill to serve, respect for the rights of others, a career and educational awareness, and an understanding of our American heritage. A significant career activity is the "merit badge" program.

ORGANIZATION - The Boy Scout troop is organized into small groups of 4-10 Scouts, called patrols. Projects and activities are selected and carried out by the patrol members, under their own elected youth leader. The Scouts' involvement in the life of the patrol provided experiences in sharing, cooperating, adjusting to the majority, that are basic to develop self-reliance, leadership, skills, social awareness, and a better understanding of citizenship responsibility.

WHO CAN JOIN? Boys who have completed the fifth grade and are at least 10½ years of age or are 11 years of age or older and in either case are not yet 18 who, with the approval of their parents or guardian, become registered members of a Boy Scout troop and obligate themselves to observe the Scout Oath or Promise and the 12 points of the Scout Law.

LEADERSHIP - The program is led by a male at least 21 years of age, of good moral character, and able to earn the respect of boys.

3. Exploring/BSA and Career Education

Exploring supplements and strengthens the efforts of the school through a program of cooperation for all students in career exploration and career preparation phases. Each Explorer Post is identified with a specific occupation and its career implications.

In order to do this a Career Interest Survey is given to students in cooperation with the schools.

The career interest survey is a most businesslike method of locating and identifying the "market for exploring." The survey also enables the local council to provide high school officials with student career information that they find useful in their guidance and counseling programs.

ORGANIZATION - In keeping with American tradition, an Explorer post is organized as a representative democracy. Members elect officers to represent them in administering post affairs. In turn, officers delegate the operation of activities to committee members. The structure includes the democratic election of regional and national officers annually.

WHO CAN JOIN? Young men and women who are at least 14 years of age and have completed the eighth grade, or are 15 years of age or older and are not yet 21, who pay the registration fee and accept the obligation to observe the Explorer Code.

LEADERSHIP - The program is led by a person at least 21 years of age, chosen because of good moral character and interest in working with young adults of high school and college age.

B. Step 2 - Why?

The major reason a State Coordinator should initiate activities with Boy Scouts of America lies in the three programs as a delivery system for career education of proven quality and with little additional cost to that local school district for those activities.

1. Policy Statement on Career Education

Career education, as defined by the U.S. Office of Education, is the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living. Thus, as a Cub Scout freely chooses an elective, or a Boy Scout selects a merit badge to be earned, or a young adult in Exploring elects to join a post because of its career speciality, each is engaging in career education in its broadest and most significant definition.

The Boy Scouts of America since its inception has had as its objectives to help its members develop their character, a sense of responsible citizenship, and an awareness of the importance of mental and physical fitness. All of which are significant in sound career development. In each of its three age groupings, Cub Scout, Boy Scout, and Explorer, the methods for achieving the goals have been carefully suited to the ages of the members.

Further, the methods used have always incorporated the concept of learning while doing. This learning has sought to dover as many life experiences as possible. Such a comprehensive approach means that the methods of the Boy Scouts of America are synonymous with what has become known as "career education."

For these reasons, the Boy Scouts of America can and does stand in support of career education. The organization is proud of its long-standing partnership with business, industry, the professions, religious bodies, labor, and civic groups. The Boy Scouts of America has served and will continue to serve as a catalyst between these groups and educators in support of the common goal, which is to provide the youth of America with information on career so as to help them make a smooth transition into the adult world of work as responsible citizens.

Approved by: National Executive Board
June 9, 1977

2. Background Facts Regarding Boy Scouts of America

Cub Scouts:

590,944 Pack Leaders
1,787,792 Cub Scouts in
55,369 Packs

Boy Scouts:

430,103 Adult Volunteers
1,123,316 Boy Scouts in
57,008 Troops

Explorer Scouts:

93,116 Adult Volunteers
485,278 Explorers in
21,794 Explorer Posts

- The State Coordinators should know that there is a National liability coverage for Scout activities of 2½ million dollars.
- Funding comes from a variety of sources so that costs are not borne by the schools.
- Exploring includes about 41 percent females as disregards the image - Boy Scouts of America.
- State Coordinators interested in programs for the handicapped should look at BSA materials and programs.
- Woods and Water Program -- educational program.

- Non-varsity programs for sports are a big item in BSA.

Four distinct in-school programs at high school level:

- Career clubs -- consultants put on programs before the high school youths.
- Career seminar programs -- consultants put on programs for members and nonmembers -- community type service.
- In-school sports program for non-varsity.
- Woods and water program.

Same type of things happen at the junior high level.

III. Strategies for Collaboration

A. The State Coordinator should:

1. Learn about Boy Scouts of America
2. Contact Boy Scout Council in their State to plan ways to link with LEA's.
3. Urge LEA's to be receptive to Boy Scouts of America contacts.
4. Appear to BSA training meetings to talk about career education.
5. Set up State Career Ed in-service and invite BSA representative to present.
6. Concentrate on establishing at least one model of collaborative effort within the State for other LEA's to see.
7. Use BSA on advisory panels with other community based organizations.
8. Consider holding a mini-conference with all BSA Directors in your state to discuss ways in which they could best be linked with key LEA's in your State.

- Do not have a "package" to sell the Boy Scout Council Executive Directors at this "mini-conference." Instead, use the mini-conference to develop jointly with them a custom-made "master-plan" for your state.
- Consider ideas found in this "Master Plan" as possible agenda items - but not as a plan set in concrete.

9. If you, as a State Career Education Coordinator, are convinced that Boy Scouting is a valuable delivery agent for career education and that BSA career education programs are of as high quality as those of us who devised this "Master Plan" believe them to be, consider taking the following actions:

   - Issue a formal SEA statement endorsing Boy Scouting and send it to all LEA's in your state.

   - Issue a formal SEA statement endorsing the Boy Scout career exploration programs and send it to all LEA's in your state.

B. The Local Career Education Coordinator should:

1. Learn about Boy Scouts of America.

2. Contact local Boy Scout Council and explore school district goals to establish areas where BSA can assist the schools in achieving their goals.

3. Allow BSA to explain its program to students and teachers in order to effect understanding and to implement joint action.

4. Recognize that, in many LEA's, key educational leaders are members of the Board of Directors of a Boy Scout Council. If you discover such a person, contact him/her and discuss the general ideas of linking career education with Scouting.

5. Recognize that most Scout Councils plan their budgets 1-2 years in advance. Don't expect that they can begin immediately to work with you. It may take some time before they are in a position to do so. This time can be used for developing a local plan that will work for you.

6. One way in which you could be helpful to the BSA is to encourage your school to have an "activity period" of some sort during the school day. If you have - or can get - such a period, Scout meetings ought to be one of the kinds of things students can choose to do during that period.

7. Other ways you can help the Boy Scouts of America:

   - Advertise Boy Scouting in your "Career Center" with a display of the BSA Career Education materials. Be sure to prominently display the name, addresses, and phone number of a person to be contacted if a boy wants to join Scouting Programs.

   - Try to arrange for a Boy Scout Executive to be a speaker at one of the monthly meetings of school administrators in your area (assuming such meetings are held).

Career Education and the Boy Scouts of America

CUB SCOUTING/BSA AND CAREER EDUCATION

Cub Scouting can supplement and strengthen the Career Education efforts of the school through a year-round, home-centered program emphasizing involvement between boys and their parents, adult leaders, and friends. The Cub Scout program contributes to self-knowledge, decisionmaking skills, career awareness, economic awareness, attitudes and appreciation, and social awareness.

WHO CAN JOIN?

Boys who are 7 years of age *and* have completed the second grade, or are 8 years of age but are not yet 11 who, with the approval of their parents or guardian, become registered members of a Cub Scout pack and obligate themselves to observe the Cub Scout Promise and the Law of the Pack, and to attend regular meetings of their dens.

LEADERSHIP

The program is led by volunteers who are at least 21 years of age and are of good moral character, selected because of their interest in Cub Scout-age youth.

ORGANIZATION

Cub Scouting is a home-centered program with activities for the whole family that meets weekly in small (6-8 boys) natural groups called dens under the leadership of an adult den leader and a Boy Scout den chief to work on projects which entitle them to recognition and prepare them to meet with other dens at the pack meeting. Cub Scouts have fun, in a democratic way, as they learn sportsmanship, and good citizenship, they learn how to get along with others and they learn to do their best for themselves and their den.

CAREER AWARENESS

Self-Awareness is achieved as boys learn how they fit into a group—the den. They learn to relate to their peers in a team way. Each boy selects his own projects to work on and does so at his own pace and so learns to recognize his capabilities as well as his limitations. They become socially aware as they select their own leaders and relate to other dens at pack activities.

Family Awareness is enhanced by activities that require boys to work closely with family members. Also their world of adults is enlarged as they relate to adult leaders.

Community Career Awareness. Cub Scouts have the opportunity to observe different careers as they take part in Cub Scouting with its monthly themes, achievements, and electives. Field trips, tours of industry, business, and community installations offer opportunities for boys to see people doing their job—building things, learning how things work, or maintaining things in working order.

COLLABORATIVE EFFORTS

The Cub Scout program is made available to groups having similar interests and goals to use with their boys to achieve these goals and objectives. Sponsors (called charter organizations) include professional organizations, government bodies, and religious, educational, civic, fraternal, business, labor, and citizen groups. The BSA assists in developing programs, service, training, outdoor facilities, program materials, etc.

BOY SCOUTING/BSA AND CAREER EDUCATION

Boy Scouting supplements and strengthens the Career Education efforts of the school system by focusing on a recognition program along with an emphasis on physical fitness through vigorous outdoor activities. The Boy Scout program develops in youth such qualities as: self-reliance, ability to make decisions, awareness of economic and social principles, a desire and skill to serve, respect for the rights of others, a career and educational awareness, and an understanding of our American heritage.

WHO CAN JOIN?

Boys who have completed the fifth grade and are at least 10½ years of age or are 11 years of age or older and in either case are not yet 18 who, with the approval of their parents or guardian, become registered members of a Boy Scout troop and obligate themselves to observe the Scout Oath or Promise and the 12 points of the Scout Law.

LEADERSHIP

The program is led by a male at least 21 years of age, of good moral character, and able to earn the respect of boys.

ORGANIZATION

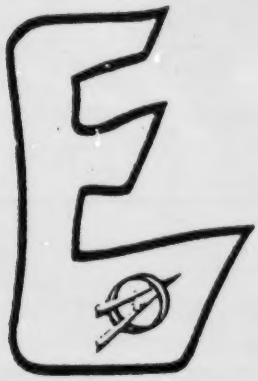
The Boy Scout troop is organized into small groups of 5-10 Scouts, called patrols. Projects and activities are selected and carried out by the patrol members, under their own elected youth leader. The Scouts' involvement in the life of the patrol provides experiences in sharing, cooperating, adjusting to the majority, that are basic to develop self-reliance, leadership skills, social awareness, and a better understanding of citizenship responsibility.

CAREER ORIENTATION

Through the merit badge plan, Scouts select career or hobby interests that they learn about under the counseling of a person expert in each field. The Scouts set their own pace and depth of interest. Scouts are thus exposed to the world of work; to adults who earn their livelihood in those fields and who become role models; and they learn by doing, which is a principle of Scouting.

COLLABORATIVE EFFORTS

The Boy Scout program is utilized by groups in our society as their outreach to youth. These groups are chartered by the Boy Scouts of America and involve religious, civic, school, fraternal, business, labor, and groups of citizens. Collaboration is made possible by the shared objectives of helping youth make a smooth transition into the adult world of work, be that work volunteer or paid.



EXPLORING/BSA AND CAREER EDUCATION

Exploring supplements and strengthens the efforts of the school through a program of cooperation for all students in career exploration and career preparation phases.

WHO CAN JOIN?

Young men and women who are at least 14 years of age and have completed the eighth grade, or are 15 years of age or older and are not yet 21, who pay the registration fee and accept the obligation to observe the Explorer Code.

LEADERSHIP

The program is led by a person at least 21 years of age, chosen because of good moral character and interest in working with young adults of high school and college age.

ORGANIZATION

In keeping with American tradition, an Explorer post is organized as a representative democracy. Members elect officers to represent them in administering post affairs. In turn, officers delegate the operation of activities to committee members. The structure includes the democratic election of regional and national officers annually.

LIFE EXPERIENCE AREAS

Exploring helps young people find their present and future roles as individuals in society and in the world of work, through close association with responsible adults and by participation in six life experience areas: SOCIAL, CAREER, OUTDOOR, PERSONAL FITNESS, SERVICE, CITIZENSHIP. All their activities involve one or more of these experience areas.

CAREER EXPLORATION

As a result of career-interest surveys in local high schools, Explorer posts are formed around particular areas of interest:

Career exploration posts (career clubs) meet during school or off-school time to learn about a variety of career opportunities through seminars, on field trips.
Speciality career-interest posts for youth with similar interests such as: ecology, medicine, law, auto mechanics.
Work Experience Programs where participants in an Explorer post program can lead to part-time employment, summer jobs, and/or future employment in the career. In addition, many Explorers become volunteer workers or are involved in service projects.

COLLABORATIVE EFFORTS

Exploring/BSA serves as a catalyst to make use of its historic partnership with business, industry, labor, professions, and community and church groups to give representatives of a variety of careers the opportunity to present their careers to high school youth in a collaborative effort with school leaders.

A GENERAL GUIDE FOR COLLABORATION:

WOMEN'S AMERICAN ORT

and

CAREER EDUCATION

This general guide for collaboration was prepared by Mr. Douglas C. Johnson as a result of a mini-conference sponsored by the Office of Career Education, U.S. Department of Education, in 1980 for representatives of Women's American ORT and State Coordinators of Career Education.

A GENERAL GUIDE FOR COLLABORATION:

WOMEN'S AMERICAN ORT AND CAREER EDUCATION

I. Introduction

Women's American ORT (WAO) is a volunteer organization designed to make substantial contributions to the improvement and quality of education at the local, state, national and international levels.

The term "ORT" stands for the Organization for Rehabilitation Through Training. WAO is an autonomous membership affiliate of the American ORT Federation and is linked with the World ORT Union, headquartered in London, England.

II. Background of Women's American ORT

A. History - ORT, as a worldwide effort, has existed for 100 years. It is a Jewish organization dedicated to fighting poverty around the world by providing youth and adults with vocational skills that will allow them to become productive members of the occupational society of any nation. In more advanced countries, ORT schools succeed in attracting middle class youth seeking new avenues of expression in an era of increasing technological sophistication. It is a system of education for employment whose emphasis is upon knowledge and work as a means of self-fulfillment.

WAO comprises approximately 140,000 American Jewish women and recently celebrated its 50th Anniversary, (1977). It held its National Convention in 1977, in Israel, ORT's largest country of operation, currently educating 52,000 youth with marketable skills in 89 ORT schools. Overall, 100,000 students are receiving education for employment in 24 countries around the world.

The ORT motto is "In The Skills of Work Rest the Dignity of Man and the Wealth of Nations."

B. WAO American Affairs Department - In 1967 WAO established American Affairs Department. The WAO American Affairs Department began its work within the United States by concentrating major effort on improving the image and quality of vocational education in our nation, making it a relevant option for youth seeking creative, productive, expression in an era of technology. This remains as one of the primary goals of the organization. Shortly after beginning its efforts, WAO extended its interest and concerns to the general question of improving the quality of public education in the United States. During the last three years, this generic concern has included

an interest and involvement in career education as a vehicle for use in improving the ability of the American public education system to provide a more proper and appropriate emphasis on the goal of education as preparation for work. The interest of the organization in career education has, thus, naturally evolved from its original specific interest in vocational education and its more generic interest in improving the quality of all American public education.

C. Program Priorities - Listed below are specific program priorities for WAO:

1. Promoting support for the worldwide ORT effort. WAO members are also interested and involved in major efforts aimed at:
   - increasing Jewish identification
   - ennancing the quality of Jewish life in the United States as it reflects on the life of the total community.
   - raising money to support the global program of ORT.
2. Improving the quality of public education and making it more relevant to the times, at the same time enhancing the image and quality of vocational education in the United States.
3. Serving as a catalyst by encouraging closer relationships and greater articulation between education, business, labor and the community, aimed at improving the quality of education (Helping to organize coalitions).
4. Participating in the delivery of career education efforts. (see attached listing.)

D. Involvement in promoting Quality Education and Vocational Education - raising consciousness among the American public of the value of quality education for employment; demonstrating among ethnic groups that the acquisition of skills strengthens their stake in the democratic way of life. Activities which have contributed to WAO's successful efforts in promoting quality education and vocational education are:

1. Utilization of public media and production of a film, "L'Chaim," which presented a vocational education message showing how vocational education has helped sustain the economic viability of Jewish communities worldwide for a century.
2. Identification of outstanding institutions and individuals in vocational education helping to bring about greater public awareness of and respect for high quality vocational education where it exists.

3. Promotion of a major campaign which emphasizes the importance of freedom of educational choice for all Americans and the importance of providing a diversity of kinds of educational opportunities at elementary, secondary and post-secondary levels.

4. Production of a document by the WAO National American Affairs Department for use by WAO members entitled, "An Educational Bill of Rights" which points to the importance of education in society, to current criticisms and threats directed toward American public education and to the importance of maintaining a strong, high quality system of public education in the United States. The "rights" are put in the form of student rights with each reflecting a basic goal of American education (Education Bill of Rights attached).

E. Strengths - Listed below are WAO strengths which have contributed to positive participation in community career education efforts:

1. WAO has an organizational network of 1200 chapters throughout the U.S. that allows rapid, effective communicating to all members. The organizational skills of this network have a multiplier effect among members' families and community contacts.

2. WAO has been identified and recognized as a national organization interested in and committed to bringing a better and more appropriate emphasis to the goal of education as preparation for work within the broader framework of all basic goals of education.

3. WAO has developed, among its members, good communications and working relationships with the media. WAO's strength and credibility derive from the philosoply and experience of the ORT program worldwide.

4. WAO develops contacts in communities, (business, industrial and professional), to provide opportunities for student exposure to the world of work, and prepares material for education purposes, including bulletins, newsletters, Community News & Action (recent examples attached).

III. Strategies for Collaboration

Suggested strategies for WAO and career education coordinators are listed below:

A. Interaction between WAO and local state career education coordinators to understand and cooperatively promote career education as a vehicle for developing positive attitudes toward work at an early age, making education relevant to students and expanding options for all students.

B. Building of "coalitions" as an advocacy force at the local and state levels to identify and convene a variety of community resources:

1. Assist in actively promoting career education where career education has been implemented, including the acceptance of active role where appropriate as part of the delivery system for career education (see attached sampling of activities).

2. Promote an awareness of career education with education decision makers where career education has not been implemented.

C. Increasing public understanding of the career education concept:

1. Speakers bureau/resource persons to make contact with persons, organizations, etc. at local and state levels.

2. Training sessions for WAO by SEA to assist speakers bureau/ resource person.

3. List of suggested organizations of key underserved populations prepared by the SEA to be distributed by WAO.

4. Ongoing information from SEA to WAO regarding current status of career education activities and needs.

5. Exchange of information between WAO and SEA, entailing sharing of experiences from one part of the state to another, and among states.

D. Statewide career education meetings sponsored by State Education Departments with WAO representation, including business, labor and community participants, with the following suggested agenda items:

1. What is career education? What is WAO?

2. Overview of career education activities.

3. Presentation of WAO involvement.

4. Identification of common areas of need/restraints, etc.

5. Development of an "action" plan for involvement of WAO at state and local levels.

E. Utilization of established local chapters, Regions, Districts, and National WAO echelons as valuable resources for career education efforts in each state.

Summary

Each State Coordinator of Career Education will need to analyze their specific needs in order to determine how WAO fits into the career education

goals and objectives in his/her state. WAO offers a wealth of organized resources; people who are committed to the career education concept, to the delivery of career education, and the improvement of quality public education.

WOMEN'S AMERICAN ORT

An Educational Bill of Rights

Preamble

THE PUBLIC EDUCATIONAL SYSTEMS of our nation are in the grips of a deep-seated and a mounting crisis. Our institutions are failing disastrously to make the adjustments in concepts, in methodologies, in curricula and in techniques warranted by the advent of technology and science and the attendant changes in manpower needs, lifestyles and the aspirations of the generation of students — present and future.

There is a wide and a widening hiatus between curriculum and relevancy. Among students, its product is frustration, lagging interest, a scandalous and unattenuated drop-out rate, emotional debilitation. Among parents with material means, there is now a pronounced movement to withdrawal of their children from the public schools in favor of an increasing number of private educational facilities from kindergarten through the secondary school level — and beyond.

THE SOLUTION FOR THE INDIVIDUAL IS NOT SUFFICIENT AS A SOLUTION FOR SOCIETY!

Given the magnitude of its dimension, the problem is not individual but societal.

► What is at stake is the well-being of our children, the assurance of the purposeful and fulfilling future which is their birthright in a democratic society!

► What is at stake is the health of our children -- physical and emotional!

► What is at stake is industry and commerce and the quality of management, of government, of industrial and agricultural productivity itself, all of which, today, more than ever, depend upon range and the quality of knowledge and skill, i.e., upon the intellectual and manual equipment of society's producers!

► What is at stake — what is imperatively at stake, is democracy, is the democratic society and way of life, which rests upon the knowledgeability of its people and of its youth: upon their capacities for judgment, to discern, to reason, to make choices, to articulate: yes, to read and to write and to do sums!

► What is at stake is society itself — our future — the future of society through our generation and future generations of our children!

This crisis will not be met by individual or spasmodic solutions. It will not be met by fatalistic resignation: nor by a desertion of our educational institutions.

Because we believe that education is among the first of our society's priorities: that education must be viewed as one organic whole so that the academic and vocational spheres are drawn together and inter-related:

Women's American ORT calls first, upon our federal and state and municipal governments to instantly and imperatively address themselves to this greatest of threats to our society.

We call upon industrialists, businessmen, labor unions, to take cognizance of the crisis and its implications and to direct their energies and their support to remedial measures and solutions.

We call upon civic and educational organizations — and indeed upon every citizen of our nation — to rally in a massive public effort to summon action: to resolve this crisis — in the neighborhood school and throughout the nation.

Toward these ends, we issue this call, this appeal, and set forth these criteria, these irreducible aims, whose achievement will be equated with the resolution which our nation and our well-being demand.

We believe that full equality of educational opportunity is a practical ideal. We believe every person can be better-than-average at something — that all have an equal right to discover and develop their particular potentiality. Therefore:

(I) Every young person has a right to know what he or she can do — an accurate profile of his or her particular strengths and possibilities.

(II) Every young person has a right to an equal opportunity to develop his or her particular talents fully — whether they be primarily verbal or manual.

(III) The ways people learn are as diverse as their fingerprints. Every young person has a right to be taught in a way that is reasonably appropriate to his or her particular learning style.

(IV) Every young person has a right to know where and how he or she may apply his or her particular skills and aptitudes most profitably and appropriately. He or she should not unknowingly prepare for vanishing job opportunities.

(V) Every young person has a right to be assisted in developing a realistic self-image and to be helped to secure employment on his or her own. No young person should be obliged to depend exclusively on the effectiveness of institutional placement.

(VI) Every young person has a right to learning in a form that is reasonably compatible with and thus transferable to other learning systems in institutions or in the world of work.

(VII) No young person, because of some limiting supposition about his or her potential, should be arbitrarily excluded from exposure to all major disciplines. Every student should be equipped to participate in a whole of human enterprise — not just part of it.

(VIII) Every young person has a right to be liberated from an enslaving sense of uselessness by learning a marketable skill appropriate to his or her particular possibilities.

(IX) Every young person has a right to be liberated from a sense of futility by an understanding of the liberal arts, the arts of meaning.

(X) Every young person has a right to be liberated from a sense of limitation by an awareness of the fine arts, the

SAMPLING OF WOMEN'S AMERICAN ORT
ACTIVITIES IN CAREER EDUCATION

ELEMENTARY SCHOOLS

--Performance of "Hats Off" skit in lower grades at local elementary schools, (copy enclosed).

--Preparation of two blueprints, covering the "Career Awareness Talent Bank", and "Career Awareness Essay Contest," (blueprints enclosed). In one area, Career Awareness Essay Contest was executed in approximately 65 local schools.

--Career awareness talent pool for elementary, junior high and high schools bringing guest from different occupational fields into the classrooms.

--Local chapter, in consultation with director, brought 100 4th and 5th grade pupils to technical center for one hour program introducing youngsters to different career options.

--"LITTLE KIDS" program: volunteers arrange neighborhood walks for classroom visits for elementary schools students as introduction to career awareness.

--Local chapter implemented a career awareness program for 8 and 9 year old students.

--Sponsored parent education discussion series on Career Education designed for parents of elementary school children, providing a vehicle for communication and greater understanding between parents and the schools.

--Sponsored "Project Career", providing an opportunity for children in 4th, 5th, and 6th grades to learn about various occupations and professions.

JUNIOR HIGH AND HIGH SCHOOLS

--Career workshops for high school sophomores,juniors and seniors. Workshops covered decision-making related to college and/or careers, and job hunting skills, i.e., resume writing, interviewing, etc.

--Bringing professional and career people to the high schools for student exploration of options in careers.

--Preparation of two blueprints, covering the "Career Awareness Talent Bank", and "Career Awareness Essay Contest," (blueprints enclosed).

--"Career Awareness Talent Bank" bringing guests from different occupational fields into the classrooms.

--Preparation of a "Study Guide" for teachers to be used with "L'Chaim" as part of high school study program dealing with Holocaust studies, world history, ethnic studies, immigration and American history for high school children.

--"BIG KIDS" Program, for 9th grade English classes. Volunteers arrange interviews with students on career interests. Student writes follow-up essay on impressions of occupations chosen.

--Developed career education decision-making kit for high school students.

--Participated in business/industry education day where Women's American ORT members become "teachers" in the Practical Arts Department of high schools.

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--Developed career education decision-making kit for high school students.

--Participated in business/industry education day where Women's American ORT members become "teachers" in the Practical Arts Department of high schools.

--Sponsporship of "Pride Through Service" contest. Students 16 years andup who have been enrolled in at least one vocational course submitted a written application to a panel of business representatives, who interviewed participants. Winner was awarded $25 and a summer job. This program provided practice in fundamental skills for obtaining employment, i.e., filling out job applications, being interviewed.

--Members helped in career guidance centers at local high school.

VOCATIONAL SCHOOLS

--Vocational/technical school tutorial program.

--Local chapters participating in advisory council serving vocational education delivery service, (BOCES).

--Sponsored essay contest at local vocational schools.

POST-SECONDARY INSTITUTIONS

--Participated in local technical college "Career Q's,"(modelled on I.Q.'s), a counselling and recruitment system used in adult workshops to help make career decisions.

--ADVISORY COUNCIL/STATE & LOCAL

--Members serve on local advisory bodies for vocational and career education.

--Local chapters participating in advisory council serving vocational education delivery service, (BOCES).

--Participated with advisory group for career education in meetings involving representatives of business, politicans and educators.

--Local chapter represented on Technical Centers Advisory Council.

--Participated in a survey of career education in local junior and senior high schools.

SYMPOSIUMS/CONFERENCES - STATE & LOCAL

--Participating in Governor's career education symposium and conducting workshops.

--Membership on State Advisory Council for Vocational Education and State Career Education Task Force.

--Participating in state-wide conference on Career Education.

--Involved in community seminar to access needs and priorities of local school district.

OUTREACH

--Preparation of activity coloring book for youngsters in lower grades, funded by private industry.

--Bringing professional and career people to the high schools for student exploration of options in careers.

--Career awareness talent pool for elementary, junior high and high schools bringing guests from different occupational fields into the classrooms.

--Chapter formed community career development program to provide speakers for local schools.

--Regions sponsored career awareness day at local mall in conjunction with representatives from technical schools and business institutions.

--Participated with advisory group for Career Education meetings involving representatives of business, politicans and educators.

--Participated in business/industry education day where Women's American ORT members become "teachers" in the Practical Arts Department of three high schools.

--Sponsored "Pride Through Service" contest. Students 16 years and up who have been enrolled in at least one vocational course submitted a written application to a panel of business representatives, who interviewed participants. Winner was awarded $25 and a summer job. This program provided practice in fundamental skills for obtaining employment, i.e., filling out job applications, being interviewed.

--Sponsored tutorial project through weekly tutorials by volunteers in a low income housing project, raising the standards of education and providing greater opportunities for employment for Black and Chicano youngsters.

--Established Career Education exhibits at public libraries.

COALITIONS

--Formed coalition representing cross section of community to implement career education in the Arlington Public Schools. Coalition has requested that standards for approval of teacher preparation programs in Va. be revised to include preparing teachers with a firm grasp of the needs of today's society.

--Prepared a kit on "How To Form A Career Education Coalition" in Dade County, Florida.

TUTORING

--Vocational/technical school tutorial program.

--Sponsored tutorial project through weekly tutorials by volunteers in a low income housing project. It involved elementary to high school students, primarily serving the needs of Black and Chicano youngsters. The project has raised the standard of education in the local community and has provided greater chance for employment possibilities.

RECOGNITION

--Presentation of scholarships for high school seniors who chose futures other than academic college.

--Presentation of scholarship awards to outstanding students in health occupations, high school program.

--Presentation of scholarships to outstanding students at vocational schools.

--Sponsored essay contest at local vocational schools.

--Sponsored "Pride Through Service" contest. Students 16 years and up who have been enrolled in at least one vocational course submitted a written application to a panel of business representatives, who interviewed participants. Winner was awarded $25 and a summer job. This program provided practice in fundamental skills for obtaining employment, i.e., filling out job applications, being interviewed.

MEDIA

--Preparation of 1/2 hour radio program dealing with Career Education.

--Prepared video tape of panel on Career Education entitled "Is Education Today Preparing You For Tomorrow?"

--Preparation of a "Study Guide" for teachers to be used with "L'Chaim" as part of high school study program dealing with Holocaust studies, world history, ethnic studies, immigration and American history for high school children.

--Produced series of brief "Career Awareness" presentations for radio and TV public service spots.

--Chapter publishes a Career Education bulletin.

TESTIMONY AND LEGISLATION

--Presentation of testimony at public hearing held to discuss priorities in occupational education.

--Participated in public hearings sponsored by State Advisory Council on Career Education.

--Presented testimony at state annual public hearing on vocational, technical and adult education.

--Mobilization of organization at grass roots for letter-writing campaigns in behalf of vocational education and career education legislation at local, state and federal levels.

PUBLIC RELATIONS

--Produced newsletter communicating local CE and vocational education concept to community.

--Regions sponsored career awareness day at local mall in conjunction with representatives from technical schools and business institutions.

--Participating in vocational exhibit.

--Sponsored career fairs.

--Publicized Career Education conferences in news releases.

--Produced series of brief "Career Awareness" presentations for radio and TV public service spots.

--Sponsored parent education discussion series designed for parents of elementary school children. This provides a vehicle for communication between parents and the schools.

--Sponsored tours of local vocational high schools, acquainting Women's American ORT members with the programs available.

--Established Career Education exhibits at Public Libraries.

--Preparation of a "Study Guide" for teachers to be used with "L'Chaim" as part of high school study program dealing with Holocaust studies, world history, ethnic studies, immigration and American history for high school children.

--Performance of "Hats Off" in lower elementary grades in local schools.

--Local chapter "Adopt a School" program.

--"BIG KIDS" Program, for 9th grade English classes. Volunteers arrange interviews with students on career interests. Student writes follow-up essay on impressions of occupations chosen.

--"LITTLE KIDS" volunteers arrange neighborhood walks for classroom visits for elementary school students.

--Developed Career Education "Decision-Making Kit" for high school students.

--Produced series of brief "Career Awareness" presentations for radio and TV public service spots.

--Prepared a kit on "How To Form A Career Education Coalition" at the local level.

--Sponsored "Pride Through Service" contest. Students 16 years and up who have been enrolled in at least one vocational course submitted a written application to a panel of business representatives, who interviewed participants. Winner was awarded $25 and a summer job. This program provided practice in fundamental skills for obtaining employment, i.e., filling out job applications, being interviewed.

More details on any activities can be obtained by contacting the National office:

Women's American ORT
1250 Broadway
New York, New York 10001
Attention: American Affairs Department

June, 1980

A GENERAL GUIDE FOR COLLABORATION:

4-H

and

CAREER EDUCATION

This general guide for collaboration was prepared by Dr. Robert J. Weishan as a result of a mini-conference sponsored by the Office of Career Education, U.S. Department of Education, in 1980 for representatives of 4-H and State Coordinators of Career Education.

A GENERAL GUIDE FOR COLLABORATION:

4-H AND CAREER EDUCATION

I. Introduction

When educators talk about collaboration with certain community groups, they face some real barriers to establishing communications. Some communities are not familiar with the concept of career education. Some community groups don't have much experience working with school age youngsters. Some community groups are unfamiliar with today's public schools.

None of these barriers exist when it comes to working with the 4-H! In fact, 4-H was practicing the career education philosophy, i.e., experiential learning, community involvement, career exploration, long before career education became a popular term in public school circles.

II. Background of 4-H

A. What is 4-H?

4-H is the youth education program of the Cooperative Extension Service, which is conducted jointly by the U.S. Department of Agriculture, the state land-grant universities, and county governments.

The Extension Service was established to educate -- to interpret and encourage the practical use of the knowledge that comes out of scientific research. Its name came from its mission to "extend" this knowledge to the public.

Today it is still an agency for change, stressing education for action through organization and leadership by local citizens.

When it was set up in 1914, Extension served mostly farm families in rural America. But its assignment then, as now, was to disseminate useful information "to all the people." Today, Extension and its 4-H programs serve America in towns, cities, and rural areas, with information on agriculture, home economics, community development, and related subjects.

Extension 4-H work is conducted locally by "county agents," "home economists," and "4-H youth agents." They plan youth programs with advisory committees of local community leaders, in line with local needs. Since needs vary, programs may differ across the nation. In many places, paraprofessionals help agents with volunteers and 4-H groups.

B. Where is 4-H?

4-H involves young people everywhere -- in big cities and little towns, in the county and in the suburbs, on Indian reservations, and in the District of Columbia, Puerto Rico, Virgin Islands, and Guam. Activities are typically conducted in the homes of members of their leaders, in schools or in other community buildings.

Youth organizations in more than 80 countries around the world have adapted the 4-H idea. Opportunities for individual, club, community, state, national, and international projects and activities are available through 4-H.

Today's 4-H program is for all youth -- rural and urban -- from all racial, cultural, economic, and social backgrounds. It reaches girls and boys in a variety of ways: as members of organized 4-H clubs, as participants in special interest groups, as enrollees in short-term projects. It reaches them through television, camping and other educational methods; and in probrams planned to meet specific needs of youth and the communities where they live. Girls and boys "learn by doing" in 4-H.

C. How does 4-H reach youth?

4-H is organized in different ways, for different needs, in different places. Organization may take the form of:

- Community or neighborhood 4-H clubs
- Project clubs
- Special interest groups
- Television teaching
- 4-H Expanded Food and Nutrition Education Program (EFNEP)
- Special activities

Young people may take part through any or all of these.

Today's 4-H gives young people an opportunity to take an active part in learning about and solving problems that face them and their communities. These include problems of environment, health, and the use of drugs. Members participate in projects that give them knowledge of science, agriculture, home economics, personal development, community service, leadership and citizenship. Often this knowledge helps open the door to a future career. But the main purpose of 4-H is to help youth become effective citizens.

D. How big is the 4-H program?

1. 4-H programs are conducted in 3,150 counties of the United States, District of Columbia, Puerto Rico, the Virgin Islands, and Guam.

2. 4-H alumni (enrolled participants in 4-H since its inception) now total about 39 million.

3. 82 countries have youth programs similar to 4-H, with an enrollment of approximately 5 million.

4. 5,234,342 youth primarily 9-19 years of age participate in 4-H as follows:

   - 4,160,959 youth were members of 136,008 4-H Clubs and special interest groups including 2,090,798 in 93,556 4-H Clubs; 2,070,161 in 42,452 special interest groups.
   - 641,163 youth participated in 4-H Expanded Food Nutrition Education programs, primarily for low income city youth.
   - 432,220 youth were enrolled in 4-H Instructional TV Program Series.

5. 579,624 4-H volunteer leaders -- adults, juniors, and teens -- were a part of the volunteer staff assisting in 4-H Youth programs:

   - 390,335 4-H adult leaders
   - 144,501 4-H junior and teen leaders
   - 44,788 leaders assisting in 4-H EFNEP

6. For every hour spent by a professional Extension worker on 4-H, volunteers spent 12 hours -- equivalent to 25 8-hour days per year for each volunteer.

7. There is substantial involvement and assistance to 4-H programs by resource people, business, industry, agricultural and civic groups, most of which is not included in the volunteer leadership listed above.

III. Strategies for Collaboration

A. What kinds of things can 4-H do for career education?

1. 4-H operates projects related to career and economic education in which each year thousands of youngsters (particularly youngsters 9-14) participate. Integrating some of these 4-H career activities

(where they exist) into your school's career education instruction would be easy and effect collaboration.

2. 4-H has developed excellent materials for career awareness, career exploration, career planning and decision-making. You should review those materials. Where appropriate, schools should consider buying existing 4-H career materials rather than making their own or buying commercial products. The 4-H materials are usually cheaper and better.

3. 4-H trains its staff people each year in how to help 4-H youngsters organize and participate career development projects. These 4-H agents in turn train hundreds of local volunteers who will work with the youngsters. This is a built-in, up and operating and very effective inservice system. You should utilize the 4-H system if possible to train your local classroom teachers. 4-H has the materials, expertise, facilities and desire needed to put on great inservice workshops. Sometimes it is better to pay for local coordinators to participate in these 4-H workshops than to have one sponsored by other educators.

4. 4-H has a network of volunteers who do great things with kids. 4-H knows how to use (not abuse) volunteers and that expertise could be very useful to any local career education coordinator.

What are some examples of 4-H programs available in career development?

While each state 4-H has its own variation of these career development programs, most states will have several career education programs similar to the sample listed below. Ask your local or state 4-H youth agent for information on the specific career education programs available in your area.

MICHIGAN 4-H OFFERS "PEER-PLUS"

PEER-PLUS is a group interaction program for older youth (usually 15 years old and up). It is designed to emphasize the strengths and potential of young people through a positive group atmosphere. PEER stands for Positive Educational Experiences in Relationships. PLUS refers to additional experiences in communications, value clarification, group cohesiveness, and trust building. PEER-PLUS is learning by experiencing.

PEER-PLUS is designed as an indepth weekend experience or a series of shorter day or evening sessions, that build a support group for 15 to 25 teens. Teens involved in PEER-PLUS work experientially in increasing their:

- Self-Esteem
- Self-Understanding

- Understanding of Others
- Communication Skills

Individuals have the opportunity in PEER-PLUS to gain interpersonal communication skills and develop understanding of self in relation to others. It is also a training ground for more effective group interaction.

PEER-PLUS groups are organized and run by a team of two or three facilitators who have been trained by a county PEER-PLUS training team. Counties that are interested in participating in the PEER-PLUS program select a team of two teens and one adult (or two adults and one teen) who are interested in human relations experiences and acquiring the necessary skills. The training team then works with the county 4-H staff in developing the program, which includes recruiting facilitators and teen participants for the PEER-PLUS program.

PEER-PLUS is designed to stand on its own as a learning experience and also to be part of an on-going learning experience for older teens.

PEER-PLUS: Phase One

PEER-PLUS is phase one of of an experiential three-phase older youth program which was created by the Michigan 4-H Older Youth Developmental Committee. The phases are:

Group Dynamite
(Self in group - developing effective group skills)

PEER-PLUS
(Understanding self and self in relationship with others)

Community Action
(Self - putting the interpersonal and group skills to practice in the community)

Each phase of the program is designed to build into the next phase and yet, each phase can be used as a separate program in itself.

The PEER-PLUS Packet

PEER-PLUS trainers and facilitators receive a packet which contains all the information that it needed to plan and carry out a PEER-PLUS program. The packet contains:

- PEER Book
- PLUS Cards
- Facilitator's Guide
- Trainer's Guide
- PEER-PLUS: How to Involve Adults and Teens
- Promotional Brochure

The materials may be purchased by writing the Michigan 4-H - Youth Programs, 175 S. Anthony, Michigan State University, East Lansing, Michigan 48824. Purchase price: $6.00 for Michigan participants and $10.00 for all other groups and individuals.

SEVERAL STATE 4-H PROGRAMS HAVE SPONSORED "WALK ABOUT PROJECTS"

This career development program was originally developed in St. Louis, Missouri, and it is loosely based on the Australian Aborigine's manhood rites. It involved high school students undertaking seven personal career/life challenges. These challenges are independent projects usually done in the community. It is a process designed to build independence, planning skills, and exploration capacity in youth. The idea is to extend the individual's vision of his/her world by trying some new and exciting career/life activities. The activities vary and are tailor made to each individual but rigid preparation, reporting and introspection activities are prescribed by the program to maximize individual learning.

THE 4-H "CHALLENGE PROGRAM"

"A mountain is there; climb it.
An ocean is there; cross it.
A disease is there; cure it.
A wrong is there; right it.
A challenge is there; meet it."

The Challenge program is intended to help its participants see themselves from a whole new perspective.

In a society that is every day becoming farther removed from the natural environment, where the inability to cope with stress is creating a rapidly growing social problem, there is much that any individual can gain from an outdoor experience.

The 4-H Challenge program is designed to extend the participants' reach by purposely providing physically and mentally stressful outdoor experiences. Involvement will help youth and adults gain confidence in their abilities to cope with stresses that they face in other areas of their lives.

By experiencing the challenge of the out-of-doors, in a unique way, they will grow personally, developing an understanding of themselves and their limitations. Through group participation they will also learn to understand and appreciate the needs of others and the group.

Involvement in Challenge will hopefully instill a new sensitivity for the natural environment and help develop leadership skills.

Program Goals

1. To instill in participants confidence in all aspects of life.
2. To create a better understanding of the needs of others.
3. To foster cooperative group participation.
4. To promote personal growth, development and understanding through a variety of outdoor experiences.
5. To broaden and diversify the individual's outdoor experience far beyond the ordinary.
6. To gain greater sensitivity, appreciation and understanding of the natural environment.
7. To challenge the individual by purposely providing physically and mentally stressful outdoor experiences.
8. To provide the means for coping with stress.

HORSEBACK RIDING FOR HANDICAPPERS

The 4-H Horseback Riding for Handicappers Program is a special kind of career education experience which 4-H offers in many areas of the country. This program is a community effort involving people of all ages from 4-H, the horse industry, local school districts and service organizations. The goals of the program are threefold:

1. People who have physical, mental or emotional handicaps, or who are blind or deaf can learn the sport of horsemanship. The program does not offer pony rides: it teaches a skill. The students learn how to control the horse from the ground and the saddle. They learn stable management, including feeding, gromming, tacking and barn care. The instructor obtains releases and information on each student from his or her physical therapist, teachers or doctors. Then, the instructor sets up a program geared to each individual's needs, using the horse as a tool to help the students improve their coordination, balance, posture, attitude, confidence and self-respect.

2. This program helps the volunteers who become involved to get to know a handicapper as a person with feelings, needs, strengths and limitations just like themselves. The experiences come as quite a surprise to some volunteers who thought they should treat handicappers as "special" people.

3. A side benefit, but very important aspect of this program, is the orientation the handicapper receives about 4-H and its opportunities. They are encouraged to join clubs and participate in all local and state activities of their interest.

B. What should the State Coordinator do?

1. Contact your state 4-H coordinator (he/she is located at your land grant college).

2. Become aware of what 4-H is doing in your state and then let other career educators know about 4-H and its potential for career education.

3. Explore with 4-H ways in which career educators and county agents could work more closely in helping serve today's youth.

C. What should local career education coordinators do?

1. Contact your local 4-H county extention agent (he/she is listed in your telephone directory).

2. Become very familiar with the 4-H program in your area and discover what common interests you share.

3. Tell the youth agent about your career education program and ask for his/her ideas on ways to collaborate.

4. Reach out and offer to act as a liaison for 4-H with the school community.

D. What should 4-H do?

1. Send every state coordinator a list of State 4-H Directors.

2. Continue to actively support career education within 4-H and publicly endorse it at every opportunity.

3. Alert state and local 4-H youth agents to the need for more collaboration with career educators.

4. Continue to create new and effective ways of providing career development experience to kids.

A GENERAL GUIDE FOR COLLABORATION:

NATIONAL SCHOOL VOLUNTEERS PROGRAM

and

CAREER EDUCATION

This general guide for collaboration was prepared by Mrs. Anita G. Barber as a result of a mini-conference sponsored by the Office of Career Education, U.S. Department of Education, in 1980 for representatives of the Girl Scouts of the USA and State Coordinators of Career Education.

A GENERAL GUIDE FOR COLLABORATION:

NATIONAL SCHOOL VOLUNTEER PROGRAM AND CAREER EDUCATION

I. Introduction

When concerns and problems are shared by two or more movements in education, they can best be resolved by combining efforts rather than trying to work in isolation. This general principle appears to exist with respect to the School Volunteer and Career Education movements.

Both movements are most effective when they are part of an organized program designed and created to meet the needs of a particular school or school district. Both urge the establishment of organized structured activities at the local level which recruit from all age groups, all segements of the community, all ethnic backgrounds and with written school board approval.

Many teachers, principals, superintendents and school boards simply do not know that thousands of capable volunteers and hundreds of thousands of volunteer hours are available for the asking, and that the price of this assistance is the salary of a coordinator plus some secretarial help and minor costs of supplies and printing.

II. Background of the National School Volunteer Program

NSVP is a National organization whose membership throughout the United States and Canada actively promotes the development of linkages and collaborations between community groups, agencies, business/industries and individuals, etc., to deliver volunteer services in education. A local school volunteer program is a natural and neutral link between the schools and the community. NSVP believes it is important for each individual group within the network to be regarded as an autonomous group which has come together to pursue mutual goals and objectives that will support and supplement activities to benefit students and staff.

New York City was the originator of NSVP, now in their 25th year, emphasis is primarily on utilization of volunteers in the instructional program as role models for youth. Today, the NSVP, with headquarters in Alexandria, Virginia, is organized with 10 regional Vice Presidents (corresponding to the 10 Office of Education Regions). In most states, there is a coordinator of a local school district volunteer program who has also been appointed by NSVP as NSVP's State Coordinator of School Volunteer Services. See Appendix for the listing of State Coordinators.

An estimated 2.5 million volunteers serve regularly in American schools. No longer are school volunteers only parents; they are also grandparents, high school and college students, retirees and other older Americans, and

business employees who get released time to serve in the classroom. These "new" school volunteers are dedicated, well-trained and committed. They view their volunteer work as an opportunity to learn new skills as they "make a difference" in the classroom and in the lives of children. Most of them work in organized school volunteer programs which are directed at the school district level or within a single school by a coordinator of volunteers.

When the school district employs a Coordinator of School Volunteers, this person works with the principal, staff members and the school building's volunteer coordinator to recruit, orient, screen, train, place, support, supervise and evaluate volunteers from the community. These organized school volunteer programs have written statements of support from their school boards, and most have an advisory committee which represents many segments of the community to give support and policy guidance. Advisory committess composed of teachers, representatives from community and business groups, parents and senior citizens help to plan the program, implement it, and advise the district coordinator. Some school volunteer programs operate as a private non-profit organization which contracts with the school district to provide for the services of volunteers.

Every teacher wishes he or she had more time to give to each student - to listen and to respond, to individualize instruction and to meet the unique needs of each learner. School volunteers can help make this wish come true. These volunteers can extend the teacher's professional skills by sharing their varied backgrounds, career experiences, skills and resources in the classroom to enrich the learning environment. They offer an extra pair of hands, eyes and ears, and bring time, patience, love and understanding, which pays off in greater motivation to learn, better school attendance and improved achievement. These citizens also serve as bridges to the community and supportive spokespersons for the school's programs. They tell other taxpayers about the school's problems and successes and stimulate greater citizen's understanding and support for school programs. More than one school bond issue has passed because the community was involved in the school's program. The fact is that school volunteers work ONLY at the request of and under the direction of a teacher. No school volunteer program can succeed if it assigns volunteers who are not accepted.

III. Strategies for Collaboration

A. Strategies for State Education Agency Coordinators of Volunteers

1. Contact the Chief State School Officer to encourage the promotion of a Coordinator of Volunteer as a key SEA professional staff person.

2. Coordinator of Volunteers should be independent of any specific program, but integrated with the Career Education Office and serve on their Advisory Board.

3. Develop a legislative policy encouraging, promoting and funding the involvement of volunteers in education.

B. Strategies for State Career Education Coordinators and School Volunteer Coordinators

1. The Career Education Coordinator meet with the School Volunteer Coordinator and design ways in which School Volunteers can assist in establishing working relationships with community organizations and businesses to form a Community Coalition for Career Education.

2. Both coordinators seek official State Educational Agency approval for collaboration of both organizations.

3. Both Career Education State Coordinator and School Volunteer Coordinator make presentations at state conferences for each movement respectively.

4. The School Volunteer Coordinator should assist the State Career Education Coordinator in planning and conducting a statewide Career Education Conference that would include members of the CBO's, 8 teacher associations which have prepared curriculum that infuses career education into their particular subject area and other appropriate persons.

5. Design together a proposed plan of action for career education collaboration among CBO's.

6. State Career Education Coordinator assist the Volunteer Coordinator in establishing a career education emphasis in local School Volunteer programs throughout the state both in urban and rural areas.

7. The School Volunteer Coordinator should assist in training teachers and volunteers on "How Best to Use Volunteers in Career Education."

8. The State Career Education Coordinator provide the School Volunteer Coordinator with methods of evaluation for validating available career education materials produced by and/or through business/ industry/ community organizations. The School Volunteer Coordinator would serve as a "legitimizer" for providing local schools with such materials. The volunteer would not serve as a "screen" for these materials, merely a facilitator for the use of and as a catalyst through the State Career Education Coordinator.

9. Work together to make sure Career Education is a priority of the parent advisory committees, the educational sector and the total community at large.

10. Jointly develop a media campaign to recruit volunteers for career education.

11. Collaboratively design a system to identify and inventory available resources to fill career education requests.

12. Cooperatively encourage demonstration project to illustrate how career education can be used as a vehicle for improving academic achievement through the basic skills.

13. Collaboratively compile a list of successful volunteer/career projects throughout the United States.

14. Jointly develop handbooks and necessary forms and materials for volunteers, parents, students, counselors and appropriate school staff.

15. State School Volunteer Coordinator can assist the Career Education Coordinator in passage of federal, state and local legislation for career education.

16. Develop together a mechanism to evaluate volunteer involvement in career education.

C. Strategies for Local School Volunteers

1. Act as a "legitimizer" of community and volunteers resources for local education agencies by screening, selecting, assigning responsibilities and eliminating those not qualified.

2. Assist local education agencies in establishing school community relationships.

3. Serve as a catalyst on parent advisory committees.

4. Serve on local career education advisory councils.

5. Assist in organization and play an active role in implementation of Career Days and Career Fairs.

6. Regular Parent Volunteers talk to students on a systematic basis about careers.

7. Serve as a catalyst to help school administrators "legitimize" community groups for school activities.

8. Assist and help conduct local inservice training for local educators. Training packets have been developed and are available through the NSVP.

Suggested Ways Volunteers Can Help at the Elementary School Level

1. Tell stories to children
2. Listen to children read
3. Provide individual help
4. Assist in learning centers
5. Set up learning centers

6. Help contact parents
7. Reproduce materials
8. Work in the resource center
9. Practice vocabulary with non-English-speaking students
10. Make instructional games
11. Prepare visual materials
12. Develop programmed materials
13. Prepare bulletin boards
14. Help with career fairs
15. Assist with field trips
16. Make props for plays
17. Gather career resource materials
18. Help children learn to type
19. Teach children to sew, knit
20. Help with cooking projects
21. Discuss careers or hobbies
22. Help children learn foreign language
23. Set up "grocery store" or other career activities to practice math skills
24. Living Historians

Suggested Ways Volunteers Can Help at the Secondary School Level

1. Volunteers who are native speakers from other countries and people who speak foreign languages fluently can give language students extra practice in conversation or discuss the literature they are reading with advanced language students.

2. Volunteers can be available in guidance offices to help students find answers to questions about careers, training opportunities, college selection and financial aid.

3. Volunteers can contribute to social studies units. Resource people from the community can speak or be interviewed on topics in which they have experience and expertise. A senior citizen can supply details on local history. Others may describe their personal participation in events such as bombings in London during World War II, the Vietnam War, the civil rights movement, political campaigns or other current events. A city planner might discuss urban renewal or current zoning problems.

4. Volunteers can assist teachers in gathering resources for units of study.

5. Volunteer nurses may extend the work of the school nurse - for example, they might help teach cardiopulmonary resuscitation to health classes.

6. Volunteers can help in exploratory experiences, such as printing, auto mechanics, commercial food and sewing, industrial arts, construction trades.

7. Volunteers who are artists and performers, such as musicians and dancers, can assist and encourge students who aspire to careers in fine arts.

8. Volunteers can arrange meaningful field trips into the community to augment class learning.

9. Volunteers can share collections, discuss hobbies, travels, and areas of special knowledge.

10. Volunteers can sponsor school clubs and interest groups.

11. Volunteers can produce a parent-teacher newsletter to inform parents of student and school career activities.

12. Volunteers can assist teachers in academic subject matter areas as they relate to careers.

13. Volunteers can assist special education teachers, giving students extra drill and reinforcement of concepts of career education.

14. Volunteers can assist English teachers as lay readers of student essays and compositions, enabling teachers to give more writing assignments.

Components for Demonstration Site Plans

Any number of components may exist in a single demonstration site plan. All would include close cooperation between school personnel, the community and parents. Listed below are some of the possibilities:

1. Clearinghouse service for teachers. This will include the collection of information and examples of teaching aids for inclusion in the regular curriculum.

2. "Occupational awareness workshops" or other training courses and seminars run by business volunteers for teachers and counselors to expose them to different facets of the world of work.

3. "Career Guidance Institutes" aimed at allowing teachers, counselors, administrators to visit local companies to learn about entry-level career opportunities and educational requirements.

4. Inservice program for secondary school counselors to help them with career development counseling.

5. Career Information Centers which will serve as research libraries for counselors and teachers, and as an information source for students, parents and the community in general. A linkage with community or state colleges would certainly be appropriate here.

6. Handicapped Youth Employment Project, the purpose of which would be to improve educational services to enable handicapped youth to qualify for entry-level employment.

7. Career Education newsletter with a wide audience, including teachers, counselors, students, parents, community members. The purpose of such a publication would be to inform all those involved about work-education issues in the area. (This could include labor market trends, strategies for employment-seeking, new career planning materials available, problems related to school-to-work transition, unemployment, etc.)

8. Career Fairs which would promote a greater awareness of existing employment opportunities for youth, at the same time increasing the community's awareness of the problems youth face when they enter the working world.

9. Shadow Programs or internships intended to give students on-the-job experience by allowing them to visit various businesses and industries where they can observe occupations in which they have a particular interest.

10. Speakers' Bureaus in which community members who, recognizing the need to inform the community at large of the needs for support of youth transition issues, will speak to various civic and community groups in order to solicit support and collaboration.

11. Classroom Speaker Program which brings community people into schools to talk with students, during class, about jobs and the skills necessary to get them and the relationship of basic skills to employment.

12. Family Information Service to provide information to parents about non-traditional occupational roles, the changing job market and the need for positive attitudes and support systems for youth making the transition from school to work. The end result would be to involve parents in the career education process.

13. Job Interview Program aimed at preparing students for the process of a job search. This program would include simulations using job application forms and business and industry volunteers to provide interview practice and student performance evaluation.

14. "Hands-on" training opportunities provided by business and/or industry allowing students a realistic, inside view of the world of work.

Examples of Local School Volunteer Programs

Many teachers, principals, superintendents and school boards simply do not know that thousands of capable volunteers and hundreds of thousands of volunteer hours are available for the asking, and that the price of this assistance is the salary of a coordinator plus some secretarial help and minor costs of supplies and printing.

1. In Houston, 2,000 volunteers are trained each September to screen all 15,000 of that city's kindergarten children for conditions which may hinder their ability to learn. Many of the 8,000 volunteers emphasize communications skills by speaking to 9th and 10th grade English classes.

2. In Miami, trained reading and math tutors worked with students in grades two to six who were one or more years below national norms; children who worked with volunteers gained significantly more in reading and math achievement than non-tutored students.

3. New York City was the originator of School Volunteer Programs, now in their 25th year; emphasis is primarily on the improvement of academic achievement; an increased involvement of parents and senior citizens has occurred. Volunteers are important as role models.

4. In Cleveland, middle school students are trained to be summer Book Buddies of first graders who have just learned to read.

5. In Oakland, volunteers help primary children to perfect motor skills by giving them an extra hour each week to work on balance beams and mats, performing programmed exercises in gymnastics.

6. In Canton and Zanesville, Ohio, vision volunteers record learning materials, transcribe books into Braille, and supply tactile materials to train fingertips to perceive and comprehend.

7. In Portland, Oregon, volunteers help high school teachers to instruct sophomore health education classes in cardiopulmonary resuscitation, and volunteer registered nurses staff health rooms in 11 Portland high schools; they document their volunteers hours to maintin their licenses.

8. In San Francisco, four projects are underway: CORE - How to help LEAs find and train volunteers; CAPS - Corporate Action In Public Schools Program; A cross-tutoring program - use of students as volunteers; Community Resource Service - a specific career ed project to implement career ed in the classroom with use of community volunteers.

9. In Ithaca, New York, volunteers operate a career and college counseling center in the high school each day during lunch period to help students explore career possibilities and make wise college choices.

10. In Livingston County, Missouri, Retired Senior Volunteer Program (RSVP) volunteers worked in every elementary school last year, playing learning games, reviewing missed lessons and helping as needed.

11. In rural Roane County, Tennessee, 489 volunteers who served on a regular basis during the 1977-78 school year gave 55,078 hours (the equivalent of 52 fulltime persons working 30 hours a week with and for children); 87 hours of training were available to volunteers and 23 hours of inservice training were given to teachers.

12. In Los Angeles, there are three major components in this volunteer program: YOUTH GROUP - 8,000 students in a tutorial program; Regular adult school volunteer program - 26,000 adult volunteers; DOVEs Program - 4,200 senior citizen volunteers; Community Resource Bureau - serves adults who want to talk about careers; Ten elementary schools next fall will have a project in collaboration with the telephone company in which pupils can call WORKING PARENTS to talk to them about their careers while those parents are still on their jobs.

13. In Seattle, Washington, the older (senior citizens) volunteers are from 97 different occupational backgrounds; PIPE (Private Initiative in Public Education) is a community coalition effort involving many community groups.

School Volunteers are to be highly commended for their services. William Raspberry, the well-known columnist, recently praised the Volunteers in Orlando, Florida.

State Contact Persons for School Volunteer Programs

In an attempt to provide more linkage with School Volunteers and State Education Agencies, the NSVP office has recently contacted each Chief State School Officer requesting that a state educational employee be designated as the key contact person for school volunteerism. The following have been designated to date:

Name	Title	State
Lettie B. Cale	Specialist, Community Education	Arizona
Martin Harris	Asst. to Deputy Superintendent for Programs	California
Robert D. Kelly	Community Education Consultant	Connecticut
Susanne Yarbrough-Meadows	Coordinator, School Volunteer Program	Florida
Leila Lewis	Consultant, Career Education/ Pupil Personnel	Idaho
Don Cox	Associate Superintendent	Iowa
Mrs. Von Valletta	Deputy Commissioner	Minnesota
Mrs. Dorthey K. Moore	Coordinator, Basic Skills	Mississippi
Dr. Stan Carlson	Administrator Curriculum Services	Nebraska
Dr. Thomas Rubino	Consultant, Curriculum Development	New Jersey
Dr. James Clark	Director Division Community School	North Carolina
Dr. Sarah Webb	Reading Consultant	Oklahoma
Mr. Valentin Rivera Reyes	Director	Puerto Rico
Kathryn Warren	Director, Special Projects	Tennessee
Elmer Clausen	Administrator, Adult Education	Washington
Halen Pince	Administrator, Asst. for Public Service	Wyoming

A GENERAL GUIDE FOR COLLABORATION:

NATIONAL ALLIANCE OF BUSINESS

and

CAREER EDUCATION

This general guide for collaboration was prepared by Mr. Walter Faulkner as a result of a mini-conference sponsored by the Office of Career Education, U.S. Department of Education, in 1980 for representatives of the National Alliance of Business and State Coordinators of Career Education.

A GENERAL GUIDE FOR COLLABORATION:

NATIONAL ALLIANCE OF BUSINESS AND CAREER EDUCATION

I. Introduction

The National Alliance of Business (NAB) is an independent, non-profit corporation working in partnership with business, labor, government, education and community groups to reduce the unemployment problems of economically disadvantaged youth and adults.

Established in 1968 at the request of President Lyndon Johnson, the primary mission of the Alliance is to encourage the nation's private businesses to provide employment for persons who either lack skills or lack marketable skills.

To carry out its mission, the Alliance has provided leadership and served as a catalyst in a number of nationwide programs. These programs, preventive in the case of youth, and corrective in the case of adults, ex-offenders and Vietnam veterans, have resulted in the hiring and training of millions of Americans.

The Alliance operates information campaigns to make private employers aware of federal programs and regulations that can save their businesses thousands of dollars annually in employee training costs and in taxes.

NAB also builds local business leadership forums to help plan employment and training programs.

Most recently, the Alliance accepted President Jimmy Carter's challenge to provide leadership within the business community for the government's Private Sector Initiative Program (PSIP). This new "initiative" is a reaffirmation of NAB's original precept: The wisest and most effective way of keeping America at work is to turn to where the jobs are -- the private sector. It is here that over 80 million Americans earn their living and where five of every six jobs are located.

II. Background of the National Alliance of Business

National NAB headquarters is in Washington, D.C. and is staffed by approximately 117 permanent professional and support personnel. The major leadership positions are occupied by executives on loan from whichever major industry assumes responsibilities for NAB leadership in any particular year. Each year, a differenct American industry assumes this role and provides loaned executives to NAB, however, the current President is paid by private sector funds. Essentially this same arrangement exists at each of approximately 75 NAB Metro offices located in major labor market areas across the Nation. Priorities for NAB, in any given year, are

jointly influenced by: (a) priorities of the U.S. Department of Labor - a supplier of operating funds; (b) priorities established by the current Chairman and Board of Directors and (c) NAB's President. As a result, specific NAB priorities vary from year to year. However, there is always an overriding concern for providing jobs, job training, job development, and job placement of economically disadvantaged persons with a secondary priority on NAB youth programs.

In each NAB Metro office, a pattern similar to that seen at NAB headquarters operations is in effect; i.e., a very small cadre of permanent staff supplemented by a number of loaned executives from the private sector who have accepted NAB responsibilities for the year, loaned executives are also brought on for short term tasks, which gets more people involved. Moreover, because of the pattern of early shifts in leadership personnel, it is inevitable that specific NAB emphases will evidence considerable variactions from year to year.

Considerable flexibility exists within any given NAB Metro Office. Career education personnel from school systems located in communities having a NAB Metro office who desire to involve NAB in a coordinated community career education effort must obviously seek to influence operations at the local level. As attempts are made to do so, it will be essential that the NAB priorities and basic organizational structure be kept clearly in mind. With this background, we turn now to a description of the standard NAB youth programs now in existence.

III. Strategies for Collaboration

(Note: The people in the dialogues that follow participated in a mini-conference held May 20-21, 1980 - see corresponding Participants List.)

Greg: If we went around this room now and asked each State Career Education Coordinator here "what is NAB?", we would have real trouble answering that question. We, as State Career Education Coordinators, need to know what the mind set of NAB is. To communicate, we need to understand NAB's goals and objectives. The career education initiatives, among LEA's, differ considerably depending on the nature of the school district. Each - rural, suburban, and urban - needs to know what NAB stands for. About the only thing we seem to know for sure right now is that NAB's primary goal is to help disadvantaged persons - both those who are educationally disadvantaged and those who are economically disadvantaged. We need more such understandings regarding NAB.

What are the major goals and objectives NAB has for youth?

Sandy: "Youth" is only one of our 6 major NAB objectives. NAB is established to serve: (1) disadvantaged people; (2) veterans; (3) youth; (4) handicapped persons; (5) ex-offenders, and (6) local elected officials. NAB is designed as a catalyst to link educators, labor, industry, and community groups together in ways that will better serve each of these 6 target populations. In order to say what NAB can do for career ed, we need to know what career ed's needs are.

Jim: I see the 5 NAB "categories" in a slightly different way. We in NAB are really viewing all 5 of these categories as filled with "disadvantaged persons." We feel we can serve as a change agent for socially economically disadvantaged persons. I see NAB as a "Change Agent" - i.e., as more than a "Link." Ideally, NAB should be seen as an ACTION organization that moves various community organizations toward action efforts. NAB should serve as a CATALYST to encourage various community groups to help the disadvantaged - i.e., not as a "program delivery system" all by itself.

Sandy: DISAGREE. We, in Chicago, do have a NAB "program arm." We're more than simply "linkage/change agent/catalysts."

Jim: Business persons like to become involved meaningfully in specific things that lead to action.

A. Standard NAB Youth Programs

Over the years, NAB Headquarters has devised and fostered the implementation of a number of standard NAB youth programs. Few NAB Metro centers will be found where all these youth programs are in active operation at a single point in time.

1. Perhaps the NAB youth program most commonly seen is the Summer Jobs for Needy Youth Program. NAB Metro offices are typically seen to be involved in this effort aimed at providing fulltime summer jobs to economically disadvantaged youth in the private sector. NAB officials are actively involved in encouraging the private sector to provide such jobs. An essential part of this effort involves seeking the active assistance of the school system's career education personnel - and particularly the assistance of school counselors - in identifying eligible youth and encouraging them to participate in this effort. The major goal of this program can be seen to provide needed income and jobs to economically disadvantaged high school age youth.

2. A second NAB youth program is known as the Youth Motivation Task Force (YMTF). This program is designed to bring successful young persons who come from economically disadvantaged backgrounds and are noe employed in the private sector. together with economically disadvantaged high school youth for purposes of serving as role models, answering questions related to career decisions, and to motivate such youth toward raising their occupational aspiration levels. This program, begun prior to the time career education became a popular concept in American Education, is obviously a very direct career education implementation effort. That is, it is not the kind of program that costs a great deal of money and so is not necessarily dependent on the local NAB Metro office receiving substantial funds from NAB Headquarters.

3. A third major NAB youth program is known as the Career Guidance Institute (CGI) program. Originally aimed exclusively at high school counselors and designed to help such counselors better meet the career guidance needs of economically disadvantaged youth, the CGI effort has expanded in recent years in ways that make it much more truly a career education inservice institute for educational personnel at the K-12 level. Whereas, in the beginning, only school counselors were eligible to be CGI participants, it is now common practice to recruit teams of educators from a local school system - including teachers and administrators as well as counselors - as participants in a given CGI. The CGI is typically conducted under contract with a local institution of higher education, a local school district, or a private non-profit corporation working cooperatively with a NAB Metro office. The CGI consists of a combination of didactic instruction coupled with field trips involving a variety of "hands on" experiences to various business/industry settings in the area surrounding the college or university responsible for actual conduct of the CGI. A great deal of CGI on-campus time is devoted to helping members from each team devise career education learning packages and career education implementation strategies to be applied back in their school following the CGI experience. Actually, follow-up back in school settings during the academic year are seen as the responsibility of the CGI institute director, not the responsibility of a NAB Metro office. Literally hundreds of secondary school educators receive inservice education in career education each year through the CGI experience. Some CGI's are conducted during the Summer months and others during the academic year.

4. An equally impressive NAB career education effort is represented by the VEP Program - "Vocational Exploration In the Private Sector." Originally funded through Title III CETA funds, the VEP program was conducted in several metropolitan areas jointly by NAB and by the Human Resources Development Institute (HRDI) of the AFL/CIO. The VEP is still funded through CETA but under different title grants. This special youth program is aimed specifically at providing economically disadvantaged with primarily Summer career exploration opportunities in the private sector under conditions where they can be paid or receive an allowance payment equivalent to the minimun wage. Under the VEP program, such youth are exposed to a wide variety of possible career choices, to the basic workings of the private enterprise systsm, and to basic exploration - i.e., it concentrates neither on "jobs" nor on "training" but rather on helping youth in the career decision-making process.

   There is absolutely nothing in the VEP program that does not fit neatly within the conceptual framework of the career education concept. Career Exploration is the students' turn to visit the marketplace to explore a variety of careers. It is this phrase

that helps to pinpoint students' career interests. In career exploration, students rotate from activity to activity within a company; they participate in "on-the-job" experiences. Students are provided face-to-face contact with workers in their own environment. These are often the same people who visited their schools in Youth Motivation. Students are exposed to the discipline, environment and attitudes they will encounter after graduation. An executive may provide the students the opportunity to take part in a training program. At another company a group of employees may present an orientation program showing how their jobs affect one another. Career exploration is not simply a tour but a "hands-on" experience from which students learn the concepts of labor and management while testing their own skills in a variety of settings. Experience has shown that Career Exploration reaps benefits for company workers as well as students. Workers take renewed pride in their jobs as they explain them to eager students.

Three special new priorities on VEP have recently been established: (a) handicapped youth, (b) juvenile offenders, and (c) non-traditional juvenile.

5. Two other NAB youth programs deserve brief mention. One is in the Earning and Learning Program which is essentially a form of cooperative work experience for high school age youth. The second is the NAB College Cluster program aimed primarily at helping colleges serving primarily minority youth better blend the liberal arts with professional specialization offerings that will improve ability of graduates from such institutions to enter and successfully compete in the labor market. Both hold high potential for providing valuable assistance to economically disadvantaged youth. The NAB College Cluster program in particular, is one that should be rapidly revived provided efforts to implement career education at the college/university level continue to increase at their current rapid rate.

B. If a State Career Education Coordinator believes that the three facets of career education are: (1) to develop basic employability skills of students, (2) to link the business, labor-industry community, and (3) to effect a significant change in the education system, then she/he should contact any NAB Metros located within their State. The programs and assistance within NAB Metros can certainly provide resources that are worth looking into whenever possible.

Walt: NAB can talk the language of business. Our NAB people can really help us recruit small business for our LEA career ed efforts.

Jim: Big city NAB Metros tend to be committed to big companies.

Sandy: We, in our NAB Metro, do lots of "service things" for small business - such as seminars giving them technical assistance (on the of things big corporations do for their own employees). As a result,

we do have many positive contact with small businesses in Chicago. We could talk to small business about career ed/LEA programs during some of these seminars. We used to work more with large businesses but small business perform more services for us - and they're more supportive of us.

Greg: In New Jersey career ed efforts, we're still using large businesses more than small business. Small business can't, for example, offer to send employees out during the day to serve on our career ed advisory committees.

Jim: In the NAB National reorganization, one of the proposed goals is to encourage education/training of ALL unemployed - CETA eligibles and others. A number of NABs have gotten away from an exclusive emphasis on the economically disadvantaged - and toward finding Summer jobs for ANY youth looking for work.

Some terms for understanding are: (1) Comprehensive Education and Training Act (CETA) - This is the federal law that outlines several programs to be locally planned and administered to train and hire economically disadvantaged youth and adults. (2) Private Sector Initiative Program (PSIP) - This is one of the programs, Title VII, of CETA. It emphasizes employment in private business and industry and provides for local business decision-making regarding local training and hiring programs through Private Industry Council. (3) Private Industry Council - The forum through which local business leaders are helping to shape employment and training programs is the Private Industry Council (PIC). There are 444 PICs now formed, covering all communities in this country. These councils are composed of a majority of business leaders, along with representatives of local government institutions, and community groups. (4) Prime Sponsor - This is the local government body that channels federal training and hiring funds to cities and counties through an office usually headed by a manpower director.

One definite, major goal of NAB is to find jobs for persons in the private sector - i.e., unsubsidized employment.

Walt: Each NAB Metro is independent in many ways. State Career Education Coordinators should work with each in unique ways.

Sandy: AGREE. NAB has multiple approaches being used to help people get jobs.

Jim: Another original goal of NAB was to encourage youth to stay in school through (a) giving them some work experience; and (b) showing them relationships between what they're studying in school and the work they are doing.

Sandy: AGREE. The NAB "Youth Motivation Task Force," the "CGI's," etc. - are all school oriented.

Sandy: As one NAB, I tend to work with the Chicago schools only. I don't cover the entire state.

Jim: AGREE. I work primarily with Baltimore City but I do spread out some.

C. Charlie: I don't know how many NABs exist in Massachusetts. That's where I must start.

Jim: State Career Education Coordinators can easily get a list of NAB Metros and Private Industry Councils from NAB National in Washington, D.C.

D. The State Career Education Coordinator should:

1. Exchange local career education coordinators' names with local Metro Officers.

2. Encourage one NAB Metro person to be on the local advisory committee for career education.

3. Encourage career education sessions at NAB Metro Meetings and encourage NAB sessions at State and local career education workshops.

4. Encourage career education presentations at each and every CGI conducted in the State.

5. Encourage NAB to be a coordinating link between other community based organizations interested in the work-education relationship.

6. Encourage NAB Metros and NAB National to continue "Youth" as a top priority.

7. Work very closely with the NAB and PIC (Private Industry Councils) whose goals include the development of a series of initiatives and programs to relate with schools in building career awareness and career preparation.

8. Since there are about 50 State Coordinators they should be added to the PSIP mailing list.

VI. Summary Statements

The National Alliance of Business represents a potential community resource for use in career education with a proven record of accomplishment and commitment. Several of the NAB youth programs would be difficult, if not impossible, to distinguish from what could be described as basic elements in the implementaion of career education. Several NAB Metro offices are already deeply involved in community career education efforts. It is hoped that others may be encouraged to do so.

The NAB youth priority, when converted into practice, holds great positive potential for career education. In the first place, NAB itself has adpoted a national policy affirming its desire to work collaboratively with the education system. In the second place, the NAB structure involves in-place effective working relationships with several community segments vital to career education incluing: (a) local businesses and industries; (b) organized labor at the community level; (c) CETA prime sponsors, and (d) community based organizations committed to helping youth solve education/work education relationship problems. The available "NAB network" is a most valuable commodity and one sorely needed by education systems interested in implementing career education.

It appears obvious that it will be unrealistic for educators to expect that the NAB youth priority will, in the foreseeable future, rise in stature to the point where it becomes the top priority, which emphasizes a developmental/preventive, rather than a remedial, approach to education/work relationship problems in our society, is one that should become increasingly attractive to the private sector. It can only be hoped that, as this occurs, closer relationships with education's career education efforts will also take place.

True, with only about 75 NAB Metro offices existing across the Nation, there are many K-12 school districts in existence who will have great difficulty making contact, let alone working with, the NAB Metro offices. It is also true that the NAB Metro offices now in existence cover a geographic area that includes many more K-12 school districts than are represented by simply the number of NAB Metro offices. A good many of these school districts have begun some kind of career education effort. There appear to be none whose career education efforts could not be substantially improved if good working relationships are established and maintained with their local NAB Metro office.

Whether a particular activity in a given community is referred to or thought of as "NAB activity" or as a "career education activity" is an unimportant semantic question. By whatever name it is called, that activity will hopefully be one aimed at helping youth better solve some of the education/work relationship problems they currently face. The terms are not important. The actions are.

A GENERAL GUIDE FOR COLLABORATION:

NATIONAL CENTER FOR SERVICE-LEARNING

and

CAREER EDUCATION

This general guide for collaboration was prepared by Mr. Douglas C. Johnson as a result of a mini-conference sponsored by the Office of Career Education, U.S. Department of Education, in 1980 for representatives of the National Center for Service-Learning and State Coordinators of Career Education.

A GENERAL GUIDE FOR COLLABORATION:

NATIONAL CENTER FOR SERVICE-LEARNING AND CAREER EDUCATION

I. Introduction

Service-learning programs are based in public need settings and add service to others as a major dimension to general experiential learning approaches. The service-learning concept focuses on both those being served and those serving. Such programs enhance learning while enabling students to participate in responsible and productive community service efforts directed at human, social and environmental needs.

Proponents of the concept of career education will find the concept of service-learning very closely related. Service-learning has a strong priority directed to the "service to humanity" experience which is definitely a part of meeting the needs of the whole student. Learning flows from the service task(s). As a result, learning objectives are formed in the context of what needs to be done to serve others.

By recognizing a broad definition of "work," we are looking at the total needs of a human being. It is also possible to take the statement "service to others and oneself" and relate it to the total community as another way to show the encompassing thought that service-learning is stressing. This work can be paid or non-paid with a strong emphasis on the quality of the experience rather than aspect of the paid or non-paid condition. Feelings and values that result because of the experiences are the key.

Service-Learning and Career Education are parallel concepts that connect each other and educators to the needs of youth. Possible they can be drawn together in order to reinforce meeting the needs of students. In addition, they provide alternative approaches to delivering experiential learning activities.

II. Background of the National Center for Service-Learning

Over the past decade, service-learning programs have become far more prevalent at both the secondary and post-secondary levels. A recent national survey (NCSL, 1980) indicates that nationally, 14 percent of all high schools -- public and private -- have curriculum related service programs. High school students involved in service-learning programs put in an average of five hours a week in community service, and another three hours in related classwork. Students are most apt to be involved in programs involving health services, tutoring, and companionship activities. Other typical activities include: pre-school and day-care, and recreation programs.

What is the National Center for Service-Learning?

The National Center for Service-Learning (NCSL) was founded in 1969 as the National Student Volunteer Program and is part of ACTION, the federal agency for volunteer programs. The purpose of NCSL is to promote the understanding and practice of service-learning by drawing on and disseminating information about the experiences gained by those running these programs. NCSL provides free information and assistance to people wishing to start new or strengthen existing service-learning programs. This technical assistance comes in the form of free written materials, training seminars, and on-site consultation. NCSL also conducts selected research studies on service-learning and collaborates with national and regional organizations whose interests relate to participatory experiences for students affecting societal needs. Please refer to the attached brochure for full information on the services available from the National Center for Service-Learning. NCSL is under the directorship of Ms. Lyn Baird, 806 Connecticut Avenue, N.W., Washington, D.C. 20525, (202) 254-8370 or toll-free (800) 424-8580, ext. 89 (in Alaska and Hawaii call (800) 424-9704, ext. 89.

III. Strategies for Collaboration

Suggested strategies for individuals that are involved in service-learning and also for Career Education State Coordinators are listed below:

A. In order to better understand one another and deal personally on a one-to-one basis, the following has been agreed upon:

1. The Director of the National Center for Service-Learning will provide each State Coordinator of Career Education a list of the projects that they are working with in each state and the contact person(s).

2. The project people will be encouraged to contact the State Coordinator in order to establish a dialogue about current activities and strategies for working together.

3. Each State Coordinator is encouraged to assist in the initial contact in order to promote understanding and a cooperative working relationship.

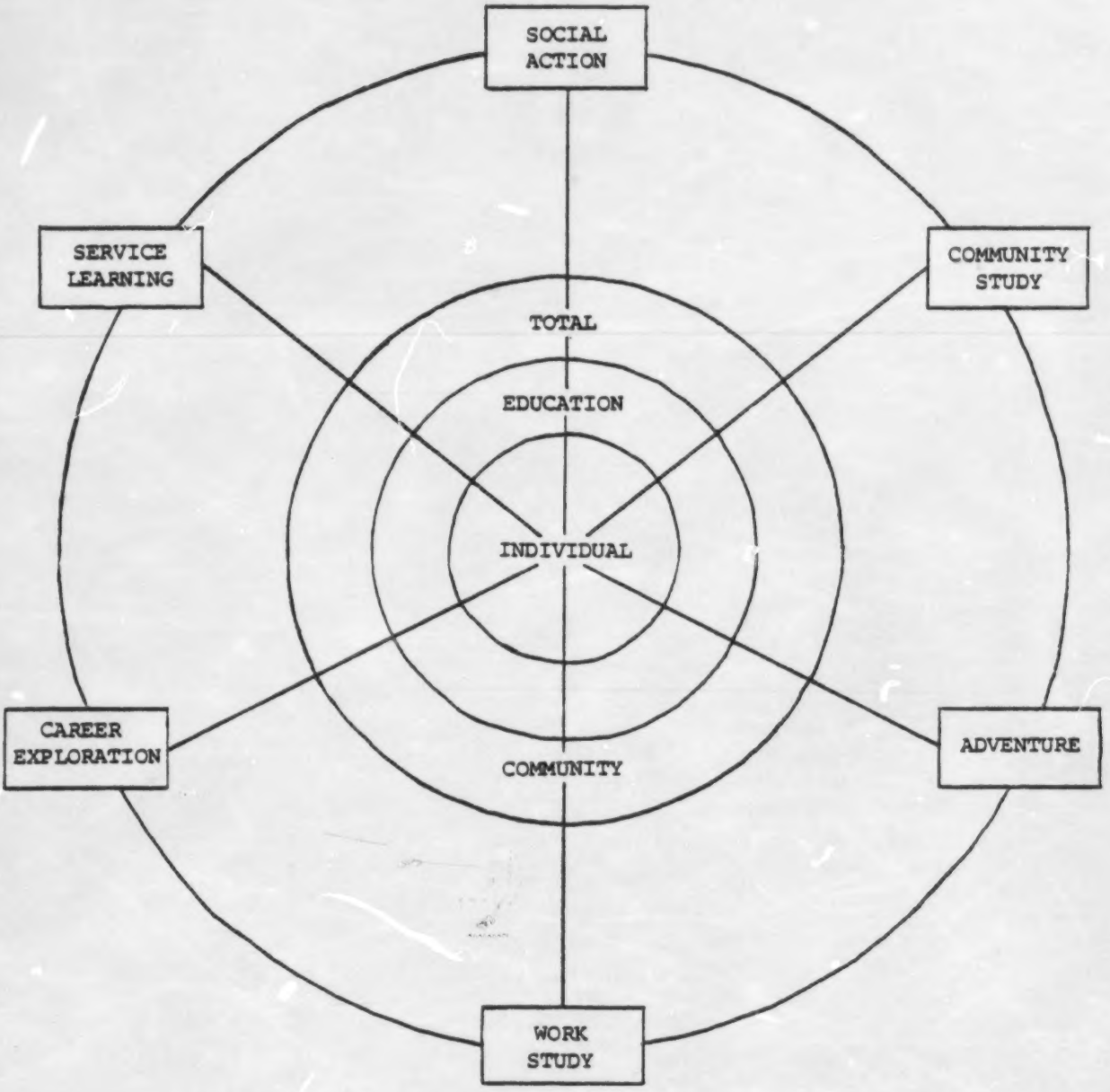
B. State Coordinators are encouraged to acquaint themselves with the service-learning concept and develop relationships between their state plans and 95-207. Service-learning may meet some of the goals, objectives and needs of the State Plan's for Career Education.

C. State Coordinators are encouraged to involve service-learning persons in state conferences and other types of inservice activities. In addition, the resources of the National Center for Service-Learning are available.

Summary

Each State Coordinator of Career Education will need to analyze their specific needs in order to determine how Service-Learning can assist them in their role as the State Coordinator. If Service-Learning is a viable direction, it is recommended that it be incorporated into State Plans for Career Education.

E X P E R I E N T I A L



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AFT	American Federation of Teachers
AIM	Action for Independent Maturity
AJL	Association of Junior Leagues
BSA	Boy Scouts of America
CAP	Career Assistance Program
CAPS	Corporate Action In Public Schools
CBO	Community Based Organization
CETA	Comprehensive Employment Training Act
CGI	Career Guidance Institute
EFNEP	Expanded Food and Nutrition Education Program
4-H	Head, Heart, Health, and Hands
GAP	Generations Alliance Program
GSUSA	Girl Scouts of the United States of America
HRDI	Human Resources Development Institute
IFA	International Federation on Aging
JA	Junior Achievement
JASS	Junior Achievement Service System
LCEC	Local Coordinator of Career Education
LEA	Local Educational Agency
NAB	National Alliance of Business
NAIEC	National Association for Industry-Education Cooperation
NCSL	National Center for Service-Learning

NEA	National Education Association
NIWL	National Institute for Work and Learning
NRTA/AARP	National Retired Teachers Association/American Association of Retired Persons
NSVP	National School Volunteer Program
OCE	Office of Career Education
ORT	(Women's American) Organization for Rehabilitation through Training
PACT	Post, Auxiliary Community Together
PIC	Private Industry Council
PIPE	Private Initiative in Public Education
PSIP	Private Sector Initiative Program
RSVP	Retired Senior Volunteer Program
RTA	Retired Teachers Association
SCEC	State Coordinator of Career Education
SDE	State Department of Education
SEA	State Education Agency
SLO	Student Learning Objectives
VEP	Vocational Exploration In The Private Sector
WAO	Women's American ORT
YMTF	Youth Motivation Task Force
YEDPA	Youth Employment and Demonstration Projects Acts